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ABSTRACT

This booklet provides the program and abstracts of presentations given at the Fourth Canadian-American Conference on the First-Year Experience. It includes a list of the goals of the conference, sponsoring institutions, staff, and general information about the conference. The booklet then provides brief descriptions of the 51 sessions held over the course of 2 days. Sessions focused on the evolution of the first-year experience in Canada, orientation programs, surveys of the first-year experience, student retention, first-year courses, transition programs, student needs, academic support, student empowerment, faculty development, enrollment management, advising, undecided students, student resiliency, student tutoring, teaching methods, and inclusive curriculum. The bulk of the text contains one- and two-page abstracts of the presentations. (MDM)

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Schedule of Events

Saturday, December 2, 1995

9:00 am - 5:00 pm	First-Year Experience Resource Seminar

Sunday, December 3, 1995

8:00 am - 6:30 pm	Registration
9:00 am - 4:00 pm	Preconference Events
4:00 am - 4:30 pm	Primer for First-Time Attendees -- **John N. Gardner,** *University of South Carolina*
4:30 pm - 6:00 pm	Opening Session with Panel Discussion *"From Best Intentions to Best Practices: The First-Year Experience in Canadian Post-Secondary Education"* Panelists -- **Judy Chapman,** *University of Regina* **Peter Dietsche,** *Humber College* **Sid Gilbert,** *University of Guelph* **Paul Grayson,** *York University*
6:00 pm - 7:00 pm	Optional Plenary Session *"Social Action Theatre: Tool for Education on Lifestyle Issues"* Presenters -- **Marlene Pfaff,** *University of Guelph* **Steve Becker,** *University of Guelph*
7:00 pm -10:00 pm	Banquet

Monday, December 4, 1995

7:30 am - 6:30 pm	Registration
8:00 am - 8:45 am	Introduction to Canadian and U.S. Higher Education Systems
9:00 am -10:15 am	Concurrent Session 1
10:15 am -10:45 am	Break
10:45 am -12:00 noon	Concurrent Session 2
12:00 noon - 1:45 pm	Luncheon with Speaker -- **Diane Strommer,** *University of Rhode Island*
2:00 pm - 3:15 pm	Concurrent Session 3
3:15 pm - 3:45 pm	Break
3:45 pm - 5:00 pm	Concurrent Session 4

Tuesday, December 5, 1995

8:30 am - 4:00 pm	Registration
9:00 am -10:15 am	Concurrent Session 5
10:15 am -10:45 am	Break
10:45 am -12:00 noon	Concurrent Session 6
12:00 noon-2:00 pm	Closing Luncheon with Speaker-- **Arnold Naimark,** *University of Manitoba*
2:15 pm - 3:30 pm	Concurrent Session 7
3:30 pm - 4:00 pm	Farewell Coffee

WELCOME

Welcome to the Fourth Canadian-American Conference on The First Year Experience. This conference is designed with a setting and structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

GOALS OF THE CONFERENCE

The primary goal of the Fourth Canadian-American Conference is to assist highly motivated educators and administrators in institutions of higher education examine institutional approaches and responses for assisting first-year college students. The presentations center around such topics as: research and its applications, first-year curricula, professional development for higher educators, understanding students, and co-curricular strategies. With attention to issues of first-year students, this conference will:

- Present information on innovative and successful programmes and concepts that help attract students, assist them in making successful adjustments to higher education inside and outside the classroom, and increase their retention rate;
- Assemble faculty, academic administrators, and student services administrators to model a partnership for the improvement of higher education;
- Bring together educators who are committed to creating meaningful change and reform and to helping their institutions remain strong and competitive;
- Focus on the developmental tasks of students (academic, vocational, emotional, physical, spiritual, and social) and the enhancement of these factors by mutually complementary programmes.

FORMAT FOR CONFERENCE PRESENTATIONS

All conference sessions will be held at the Royal York Hotel. At the back of this programme is a floor plan of the hotel to assist you in locating the appropriate meeting rooms. Listed on page 1 of the programme is a complete conference schedule of all session times, as well as the conference banquet, luncheons, refreshment breaks, and other conference events.

MESSAGE BOARD

There will be a message board near the conference registration table. Please check the board periodically for important general or personal messages.

NO-SMOKING POLICY

The conference organizers request careful observance of the no-smoking policy. We enforce this rule due to the growing concern about health risks associated with passive exposure to cigarette smoke.

WELCOME

EXHIBITORS

The University of South Carolina and the Canadian-American Conference on The First-Year Experience welcome exhibits from various companies. Exhibitors scheduled to be present at this conference at the time of printing are: Cambridge Stratford Study Skills Institute, H&H Publishing, Prentice Hall Canada, College Survival/Houghton Mifflin, Nelson Canada, and The National Resource Center for The Freshman Year Experience and Students in Transition. The exhibit location will be in the Yukon Room.

PARKING

Valet parking is available to hotel guests and conference attendees. The cost is approximately $21.50 (Canadian) per day. Self parking is available for $17.00 (Canadian) per day. For further information, seek assistance from the hotel front desk.

SPONSORING INSTITUTIONS

The National Resource Center for The Freshman Year Experience and Students in Transition at the University of South Carolina has as its purpose the collection and dissemination of information about the first college year and other transitional experiences of college students. To that end, the Center organizes and hosts national and international conferences, seminars, and workshops; engages in research; and publishes a scholarly journal, newsletter, monograph series, and other publications. These activities and resources are dedicated to expanding available knowledge about effective programmes for students in transition. The National Resource Center for The Freshman Year Experience and Students in Transition welcomes the following institutions and organizations as co-hosts of this conference:

- Association of Canadian Community Colleges
- Association of Universities and Colleges of Canada
- Canadian Association of College and University Student Services
- Humber College
- The University of Guelph
- The University of Regina
- The University of Victoria
- York University

Staff Roster

National Resource Center for The Freshman Year Experience and Students in Transition

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Betsy O. Barefoot*
Co-Director for Research and Publications

Dan Berman
Co-Director for Instruction and Faculty Development

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Humber College
Peter Dietsche *
Professor of Psychology

University of Guelph *
Sid Gilbert
Professor of Sociology

University of Regina
Judy Chapman *
Coordinator, Entrance Programme

York University
Paul Grayson *
Director
Institute for Social Research

General Information

Nametag Stickers

Color-dot stickers will be available at the conference registration desk to designate the size/type of the institutions that participants represent. If you would like to have a sticker for your nametag, please come to the registration desk. These color coded nametag stickers are designed to facilitate networking of educators from comparable institutions.

Green	public institution with fewer than 4,000 students
Orange	private institution with fewer than 4,000 students
Dark Blue	public institution with more than 4,000 students
Red	private institution with more than 4,000 students
Yellow	educational association/governmental agency

Nametag Ribbons

Light Blue	Presenters
White	Conference Hosts
Red	Conference Staff and Volunteers
Green	Exhibitors

Registration Information

The conference registration table is located in Territories Alcove of the Royal York Hotel. The staff of the National Resource Center for The Freshman Year Experience and Students in Transition will be available to assist you during the following times and dates:

Saturday	December 2, 1995	• 8:00 am - 5:00 pm
Sunday	December 3 1995	• 8:00 am - 6:30 pm
Monday	December 4, 1995	• 7:30 am - 5:00 pm
Tuesday	December 5, 1995	• 8:30 am - 3:30 pm

Saturday, December 2, 1995

First-Year Experience Resource Seminar
9:00 am - 5:00 pm • Confederation Rooms 4-6
Presenters: John N. Gardner, Director, National Resource Center for The Freshman Year Experience and Students in Transition
Betsy O. Barefoot, Co-Director, National Resource Center for The Freshman Year Experience and Students in Transition
Preregistration is required.

This one-day Resource Seminar is designed for educators who desire an intensive, practical, interactive experience focusing on effective first-year programmes. Active participation is encouraged at this research-based seminar in which, through didactic presentations and group interaction, you will learn: how to design programmes to enhance first-year student success; the latest information on factors that influence retention and first-year student success; how first-year student seminars are used to integrate the curriculum; and essential factors in designing first-year programmes, both in and out of the classroom. *(Workshop fee includes continental breakfast, lunch, and materials.)*

Sunday, December 3, 1995

Preconference Workshops

Designing Successful Orientation Programmes
1:00 pm - 4:00 pm • Manitoba Room
Presenter: Richard H. Mullendore, Associate Vice Chancellor for Student Affairs, University of North Carolina at Wilmington

Assessment Surveys
9:00 am - 12:00 noon • British Columbia Room
Presenters: Peter Dietsche, Professor of Psychology, Humber College
Sid Gilbert, Professor of Sociology, University of Guelph
Paul Grayson, Director, Institute for Social Research, York University
Garth Wannan, President, Canadian Association of College and University Student Services

First-Year Seminar Instructor Training Workshop
9:00 am - 4:00 pm • Algonquin Room
Presenter: Mary Stuart Hunter, Co-Director, National Resource Center for The Freshman Year Experience and Students in Transition
University of South Carolina

Sunday, December 3, 1995

Primer for first-time Attendees

4:00 pm - 4:30 pm • Ballroom
Presenter: John N. Gardner, Director, National Resource Center for The Freshman Year Experience and Students in Transition
University of South Carolina

This primer session has been a staple feature of U.S. conferences on The Freshman Year Experience since 1983.

Opening Session with Panel Discussion "From Best Intentions to best Practices"

4:30 pm - 6:30 pm • Ballroom
Panelists: Judy Chapman, University of Regina
Peter Dietsche, Humber College
Sid Gilbert, University of Guelph
Paul Grayson, York University

An interactive summary of the findings in the monograph-analysis; policy recommendations and future directions in programme assessment and performance indicators will be featured.

Optional Plenary Session

Social Action Theatre: Tool for Educating on Lifestyle Issues
6:00 pm - 7:00 pm • *Quebec Room*
Marlene Pfaff, Student Wellness Educator
Steve Becker, Wellness Education Training Troupe Coordinator
Additional Presenters: Volunteer Troupe Members
University of Guelph

Social Action Theatre is a powerful tool used to raise many difficult and controversial issues involved in lifestyle education, especially for first-year students with diverse experiences and levels of awareness. Its effectiveness lies in its realism, with role players portraying scenarios with which audience members can connect. A comfortable and safe environment is created, where challenging emotional and social issues can be addressed as audience members engage in their own personal processes. The session will include a performance by the Wellness Education Training Troupe, followed by a discussion on how these techniques can be used effectively on your campus to address these issues.

Opening Banquet

7:00 pm - 10:00 pm • Ballroom

Monday, December 4, 1995

Introduction to Canadian and American Higher Education Systems

8:00 am - 8:45 am • Imperial Room

Presenters: Mary Stuart Hunter, Co-Director, National Resource Center for The Freshman Year Experience and Students in Transition
University of South Carolina
Sid Gilbert, Professor of Sociology
University of Guelph

This session is designed to help conference delegates understand the subtle differences between the higher education systems in our two countries. It will also provide attendees with brief overviews of both the Canadian higher education system and the system of higher education in the United States. The differences and similarities will be examined as session participants become better prepared to understand and put into context the information presented during concurrent sessions throughout the conference.

Concurrent Session One

Monday, December 4, 1995 — 9:00 AM - 10:15 AM

1

Evolution of the First-Year Experience in Canada

Saskatchewan Room

James F. Griffith
Director of Student & Ancillary Services
University of Victoria
Canada

Sid Gilbert
Professor of Sociology
University of Guelph
Canada

A story unfolding. The presentation will consist of an historical account of how and why the "First-Year Experience" evolved on campuses throughout Canada. Reference will be made to people and events which had significant impact on where this programme is today. Research and data compiled by the presenters will be used to verify some of the directions which were taken based on the experience of individuals.

2

Ramping Up for Success: A 4-day Academic Orientation Programme that Worked

Nova Scotia Room

Judy Libman
Academic/Liaison Officer

Laura Sibley
Supervisor, Advising/Enrolment

York University
Canada

This year, each of York's seven undergraduate colleges mounted a four-day academic orientation programme, replacing a single-day event during Frosh Week. Emphasis shifted to academics and towards increased commuter participation. Bethune College serves mainly Science and Environmental Studies students. Accordingly, we designed a sequenced, comprehensive four-day academic orientation to meet their specific needs. This session is a "case study" of the programme. We will also describe the Student Ombuds Service (SOS), a unique "service corps" of upper year students who help deliver advising and orientation, and who have built a strong sense of community within our diverse, largely commuter student populations.

3

Building Citizen Leaders Through Education: The Citizen Leadership Institute

New Brunswick Room

Cheryl Flax-Hyman
Coordinator, Citizen Leadership Institute

Jurgen Wanke
Assistant Coordinator for Curriculum

Gulf Coast Community College
United States

Gulf Coast Community College with funding from the W.K. Kellogg Foundation developed a citizen leadership training model to be integrated into the curricula of twenty-eight Florida community colleges. The model includes adaptation, promotion, and how-to guides and curriculum for skills building in areas of awareness, change, problem-solving, communication, diversity, community leadership, and team building. The curriculum may be offered as credit or noncredit courses or integrated into existing courses. "Leadership across the curriculum" and commitment to "take the next step" are components of the model.

Concurrent Session One

Monday, December 4, 1995 9:00 AM - 10:15 AM

4

Results from a 1994 National Survey of Freshman Seminar Programmes

Quebec Room

Betsy O. Barefoot
Co-Director for Research and Publications, National Resource Center for The Freshman Year Experience and Students in Transition
University of South Carolina
United States

This presentation will review results of the third national survey of freshman seminar programmes which investigated the characteristics of seminar courses designed for both first-year and transfer students. The over 1000 survey responses provide a panoramic view of these courses and offer specific information about their goals, topics, structural characteristics (credit, grading, instructional strategies, instructor training, link with academic advising), levels of campus support, and projected changes for the future.

5

Academic Integrity and the First-Year Student

Prince Edward Island Room

Marianne Schnaubelt
Senior Academic Counselor

Tina Arth
Senior Academic Counselor

University of California-Irvine
United States

Academic dishonesty is a matter of increasing concern throughout higher education. The burgeoning use of computers has added several new dimensions, including computer privacy, ethical use of computing resources, and increasingly sophisticated forms of plagiarism. Rather than focus on the negative, the presenters seek a positive approach -- can academic integrity be enhanced through the socialization of first-year students? Presentation and discussion will center around such topics as instilling academic integrity in new students, incorporating these issues in orientation courses, and coping with cross-cultural notions of what is academically correct.

6

Bridging the Family Gap: Retaining At-Risk Students

Montebello Room

R. Janie Isackson
Director of the Bridge Programme

Kristine Chalifoux
Instructor of English

Nancy Grossman
Instructor of English

DePaul University
United States

DePaul University's innovative system of integrated freshman programing offers a viable model for other institutions which welcome diverse freshman populations. Underprepared students, with special academic needs, attend the Bridge Programme, an intensive five-week summer programme that prepares students for the regular academic year. A student's first-year experience includes reading and writing courses which feature an interdisciplinary approach to writing, critical thinking, and library and computer literacy. To ensure continuity and retain at-risk students, our summer faculty and staff interact with the Bridge Programme freshmen throughout the year; faculty teach the advanced writing courses and our tutors, many of them former Bridge students, continue as mentors. Thus, students move through the challenge of the freshman year with a fine support network and excellent role models of academic and personal success.

Concurrent Session One

Monday, December 4, 1995 — 9:00 AM - 10:15 AM

7

Integrating Psychology and Popular Culture to Teach Values Clarification: A Working Example of a First-Year Seminar

Whistler Room

Donald E. Collins
Assistant Professor of Psychology

Diana M. Montague
Associate Professor of English

The University of Findlay
United States

Our first-year seminar, entitled "Developing Values in a 'Toys-R-Us' Culture," combines the academic fields of psychology and popular culture to explore values clarification. Other learning objectives include building ties between students and the institution to strengthen retention, teaching study skills and time management, addressing motivation to set and achieve goals, and dealing with the transition to college life. This presentation will show how our seminar explores personal and societal values through integrated lesson plans, group projects, field trips and creative use of campus life offerings. It will also include examples of readings, group activities and assessment tools.

8

A Retrospective Assessment of a First-Year Seminar at a Small U.S. State College

Newfoundland Room

Monica Neset Joslin
Assistant Professor of Biology

Robert Bence
Department of History, Political Science and Geography

Kevin Clark
Coordinator of First-Year Experience

Albert Hyers
Department of History, Political Science and Geography

North Adams State College
United States

Our four-part presentation will describe the new first-year seminar course at North Adams State College in North Adams, Massachusetts, U.S.A. Monica Joslin will describe the seminar and its structure. Kevin Clark will describe the co-curricular and residential components of the complete first-year experience and their relationship to the seminar. Albert Hyers will present an initial assessment of the seminar's effect on retention and will show how it helps predict short term academic achievement. Robert Bence will describe the impact of the seminar and its development on the larger college community, especially the faculty.

Refreshment Break

10:15 AM-10:45AM

Territories Alcove

Concurrent Session Two

Monday, December 4, 1995 — 10:45 AM - 12:00 NOON

9

Adaptation During the Transition from High School to University

Saskatchewan Room

Shelly Birnie-Lefcovitch
Co-Director, Office of First-Year Studies
University of Guelph
Canada

This session will report on a research study, in progress at the University of Guelph, that examines factors influencing a student adaptation during the transition to university. Conceptual knowledge that has guided the study and preliminary findings will be presented.

10

The First-Year Seminar Programme in Arts and Science

Nova Scotia Room

Ken Bartlett
Professor, Arts and Sciences
University of Toronto
Canada

In 1993 the Undergraduate Education Advisory Committee recommended to the Dean of the Faculty of Arts and Science that a first-year seminar programme be implemented throughout the Faculty. Acting on a proposal from the Dean herself, the committee reviewed many models of first-year seminars in place in the U.S. and determined that the one which most closely met the nature of our students, faculty and institutional mission was the content-based, rigorous seminar to be taught by professors who are recognized in their fields for teaching and research. These courses were to be rigorous, challenging, supportive and based on active student participation; they could not be lecture courses. Now in its second year of operation, it has proved to be a great success among both students and instructors. The purpose of this paper will be to provide greater detail concerning our first-year seminars and discuss the various problems which had to be solved and the issues which had to be clarified in establishing the programme.

11

Personality Type and Success in First-Year Engineering

New Brunswick Room

Peter Rosati
Professor, Department of
Civil Engineering
The University of Western Ontario
Canada

Results will be presented from a seven-year study of students in the first year of a Canadian engineering programme in terms of their personality type according to the Myers-Briggs Type Indicator. A general review of the MBTI in relation to student learning preferences will be followed by the presentation of comparative student type distributions from this study for entry/retention, male/female and Canadian/American.

Concurrent Session Two

Monday, December 4, 1995 — 10:45 AM - 12:00 NOON

12

Making the Match: Student Needs and College Services

Quebec Room

Peter Dietsche
Professor of Psychology
Humber College of Applied Arts and Technology
Canada

A national survey of research on student experience in the first year of college shows that many new students are concerned about their choice of programme and future career, academic skills and financial security. Information about corresponding college support services is traditionally provided with a "shotgun" method: all students get all the information whether they need it or not. This session will present the key findings of the national survey and demonstrate an alternative method for delivering services information to students in a targeted and proactive fashion.

13

Designing for Community: Orientation Seminar Strategies

Prince Edward Island Room

Bernice Braid
Dean of Academic and Instructional Resources

Cris Gleicher
Coordinator, Freshman Year Experience

Long Island University -- Brooklyn Campus
United States

Freshman Orientation can be a catalyst for developing collaboration and broad partnerships. Using the planning/ training/assessment cycle as a basic calendar, and interactive modes of problem setting throughout, this one course supports professional development, collaborative networks among students, and their identification with the larger community. This session focuses on "structured explorations" as a vehicle for both instructors and students to build transferable skills, scanning/ analytical abilities, and a sense of community.

14

Supplemental Instruction: Non-Remedial Academic Support

Montebello Room

Kim Wilcox
Director of SI Training
University of Missouri-Kansas City
United States

Supplemental Instruction (SI) is an academic support programme that targets "high-risk" courses rather than "high-risk" students. SI sessions are peer-facilitated study sessions in which students learn how to integrate course content and reasoning skills. National studies over the past decade from 146 U.S. and Canadian institutions document the following benefits for SI attendees: higher course grades, lower percentage of course withdrawals, and higher graduation rates.

Concurrent Session Two

Monday, December 4, 1995 — 10:45 AM - 12:00 NOON

15

Rigorous Freshman Seminar? .... A Workable Solution

Whistler Room

Michael Calhoun
Associate Professor of Education

Nancy Harris
Associate Professor of Biology

Elon College
United States

This presentation will describe the broad conceptual framework of an inter-connected four-year General Studies programme and focus on a unique freshman seminar that prepares incoming students for a rigorous academic climate. This writing intensive interdisciplinary course, "Global Experience," emphasizes critical and connected thinking, communication skills information retrieval, and tolerant understanding of other cultures. The presenters will outline the specific goals and common readings of the course and demonstrate how these commonalities can be approached from different disciplines. This will be followed by a discussion of the overall impact of this course on all aspects of the college community.

16

High School to Higher Education: A Bridge over Troubled Waters - the Glasgow Experience

Newfoundland Room

Lynn Walker
Department of Education
University of Glasgow
Scotland

This session will discuss the Pre-University Summer School at the University of Glasgow, Scotland. The Summer School serves as a ten-week induction course for students from areas of social and economic deprivation who will be entering higher education later in the year. Its main aims are to give young people confidence in themselves and in their ability to cope at university and to provide access. The session will concentrate on the curriculum content, the benefits and the successes of this venture which has proved a model for other Scottish universities.

Luncheon

"Freshman Future"

Speaker: Diane Strommer
Dean, University College,
University of Rhode Island
Author of *Teaching College Freshmen*
12:30 pm - 2:30 pm• Imperial Room

Concurrent Session Three

Monday, December 4, 1995 — 2:00 PM - 3:15 PM

17

Empowering Freshmen for Success: Learning Community Programmes in an Urban University

Saskatchewan Room

Lanny Lester
Associate Professor
CUNY Borough of Manhattan Community College
United States

The purpose of this presentation is to describe successful and innovative first-year programmes for special populations (via., basic skills deficient, English as a second language and welfare recipients) at the Borough of Manhattan Community College of the City University of New York. The underlying paradigm which these programmes exemplify, the learning community model, will be described and applications of the model will be discussed.

18

The Returning Our Students to Studies Workshops: A Pilot Intervention for At-Risk Students

Nova Scotia Room

Brian R. Poser
Learning Skills Counsellor
York University
Canada

Students returning to studies following suspension for low grades were invited to the Returning Our Students to Studies Workshops, a pilot reorientation programme which focused on academic regulations, motivation, goal-setting, learning and study skills, stress management, using campus help sources, and writing skills. A pilot study sought to chart changes in scores on the Learning and Study Strategies Inventory and grade point average and to understand the relationships between changes in these scores during the year following the intervention. The design of the workshops is evaluated and the implications of the design are considered in relation to future interventions.

19

How to W.O.W.: Orientation & Peer Helping Together at University of Victoria

New Brunswick Room

Janet Sheppard
Coordinator, Orientation & Peer Helping Programmes
University of Victoria
Canada

Come and see how Orientation and Peer Helping Programmes work together to promote students' success at the University of Victoria. In this presentation, the presenter will demonstrate how they aim to create opportunities for new students to gain information about the institution, and to begin to create connections with the existing community in programmes largely developed and coordinated by peer helpers. We will also explore, through a chronological view, how we make contact with prospective students (Shadow Programme) and how, after acceptance into the university, we provide them with a place to come to help sort out the maze (New Student Information Centre), how we structure our Orientation experience (New Student Orientation and weeks of Welcome) and build connections which we hope will create successful, resourceful students (Buddy Programme). The presenter will also describe the role of paid student staff and volunteers (orientation staff volunteers and Peer Helpers).

19

Concurrent Session Three

Monday, December 4, 1995 — 2:00 PM - 3:15 PM

20

Faculty Training for the Freshman Seminar: Problems and Solutions

Quebec Room

Constance Staley
Associate Professor of Communication
Director, Freshman Seminar Programme
University of Colorado at Colorado Springs
United States

According to the 1991 National Survey of Freshman Seminar Programming, 71% of academic institutions offering the freshman seminar also offer instructor training. Nearly half of these institutions require instructor training in order to teach the course. However, the prospect of training faculty brings particular challenges. This presentation will describe a compact and comprehensive training programme designed to address the particular challenges of training faculty for the freshman seminar at the University of Colorado, Colorado Springs. A detailed description of the structure, goals and outcomes of the low cost, high yield faculty training programme will be presented, including sample handouts for use in designing institutional training programmes.

21

Enrollment Management, a Help to FYE Initiatives: A Canadian Case Study

Prince Edward Island

Michael Shanks
Associate Registrar, Admissions and Enrollment
University of New Brunswick
Canada

Enrollment Management is a proven framework for first-year experience initiatives. At Canada's oldest English language university this model has borne measurable fruit in its brief three-year history. This session will focus on how the University of New Brunswick implemented Enrollment Management and the benefits that resulted. Strategies to tackle the attrition problem will be highlighted. For the first time, information will be shared on UNB's PAL programme; this peer-assisted learning initiative has significantly improved performance of first-year students. Newcomers as well as those who think they have heard it all before should attend.

22

Enhancing the First-Year Experience: The Integration of New Students at the University of Prince Edward Island

Montebello Room

Andrew Robb
Director, University 100

Blaine Jensen
Director, Student Services

University of Prince Edward Island
Canada

This session explores the variety of programmes available to first-year students at the University of Prince Edward Island. It will provide an opportunity to discuss the outcomes of various elements of first-year programmes, including the course University 100, which has been offered at University of Prince Edward Island since 1986.

20

Concurrent Session Three

Monday, December 4, 1995 2:00 PM - 3:15 PM

23

From Orientation to Advising: The Eight-Week Freshman Seminar

Whistler Room

Boyd Creasman
Assistant Professor of English

Alice Leigh
Director of New Student Programmes

West Virginia Wesleyan College
United States

In the freshman seminar programme of West Virginia Wesleyan College, seminar leaders and upper-level student leaders convene their seminar groups of fifteen to twenty first-year students during Orientation and then meet with them an hour each week for eight weeks, at which time freshmen are assigned advisors from their respective majors. The weekly sessions are designed to encourage meaningful connections among students, who sharpen communication skills while exploring college issues and clarifying their educational goals. Students are graded pass/fail and earn one seminar hour of credit if they pass the course. We believe that this Freshman Seminar programme makes the transition to college smoother, offers a forum for sharing ideas, provides interim advising, and builds a sense of community among first-year students.

Refreshment Break

3:15 PM - 3:45PM

Territories
Alcove

21

Concurrent Session Four

Monday, December 4, 1995 — 3:45 PM - 5:00 PM

24

Career Connections for the Undecided Major

Saskatchewan Room

Frances B. Wood
Instructor
Southeastern Louisiana University
United States

Careers are destined to change dramatically with the infusion of currently available and emerging technology. This reform demands new visions that shift emphasis from helping people make initial occupational choices to assisting clients develop a life plan that will allow for harmony and balance among the life roles. Techniques presented can be used to enhance (1) cognitive clarity, (2) self-awareness, (3) goal-setting and decision-making, (4) career exploration and, (5) career and world of work integration. This easily adaptable model has been used successfully with high-school, college, and nontraditional students.

25

The Comprehensive First-Year Programme at the University of Guelph

Nova Scotia Room

Shelly Birnie-Lefcovitch
Co-Director, Office of First-Year Studies

Ann Wilson
Co-Director, Office of First-Year Studies

Katherine Elliott
Coordinator, Entering Year Programmes

Mildred Eisenbach
Coordinator, Entering Year Programmes

Sam Kosakowski
Academia Programme Counsellor

University of Guelph
Canada

Building on a long history of involvement with first-year issues, the University of Guelph recently created the Office of First-Year Studies. A unique feature of OFYS is its integration of academic programmes and student services directed at entering students. This session will describe the evolution of OFYS, its mandate and organization, and the programmes currently offered.

26

Succeeding with a Success Skills Course in a Non-Credit Environment

New Brunswick Room

Whitney Buggey
Campus Director
Okanagan University College
Canada

A recurrent problem in Canadian institutions is the issue of granting credit for first-year student success courses. Faculty are appropriately concerned with content, administration is worried about budgets and a real opportunity to serve students is often lost. The Vernon Campus of Okanagan University College has developed and refined a noncredit success skills course. This informative and interactive session will provide participants with an opportunity to explore a model of a noncredit success skills course based on the OUC experience since 1992 and will examine the potential of such courses to build credibility within an institution and to develop faculty support and involvement.

Concurrent Session Four

Monday, December 4, 1995 — 3:45 PM - 5:00 PM

27

Best Intention into A Best Practice: Student Based Models of Service Provision

Quebec Room

Donna Hardy Cox
Director of Student Development

Robert Shea
Manager of Student
Employment Services

Memorial University of Newfoundland
Canada

In 1994 a four-year project, The Student Introduction Achievement Programme, realized its ultimate goal to develop self-sufficient student-based services and supports for first-year students of Memorial University. The model created from this project contributed to the development of specific programmes for first-year students as well as created an impetus for new student development programmes. The session will overview this model, describe its application to existing services areas and conclude with an opportunity to question its applications as a means of maximizing the first-year experience and related student development programmes on individual campuses.

28

Orientation Course for Non-Traditional Students

Prince Edward Island Room

Ronald DiGiondomenico
Academic Advisement Coordinator
Bloomsburg University
United States

The course is designed to help nontraditional students adjust and succeed in their initial exposure on return to higher education. It attempts to remove roadblocks, resistance, fear, etc. of this complex process. It addresses "nuts and bolts" issues to assist students in their continued education. The course also reviews the academic decision-making process and explores the consequences and/or alternatives to these decisions (this is done in greater detail than would otherwise occur). The course is also an opportunity to show the University's commitment to this unique group of students. Moreover, it is our opportunity to "catch" these students and enlighten them to the situations that may be ahead.

29

Academic Advising and the First-Year Experience: a Multi-Faceted Integrated Programme

Whistler Room

Cyndi Starzyk-Prey
Coordinator, Academic Advising
Student Affairs
University of Lethbridge
Canada

More than ever before, new students need help during the transition from high school or work to the college (university) environment. The University of Lethbridge is a small liberal arts institution serving approximately 4500 primarily undergraduate students. The Student Affairs Academic Advising Unit at the University of Lethbridge provides services and programmes which assist in this transitional experience. This presentation will provide delegates with detailed information on the existing programme plus an examination of some proposed services and programmes the institute is currently researching. Handouts and other information will be provided.

Concurrent Session Four

Monday, December 4, 1995 3:45 PM - 5:00 PM

30

Student "Hardiness" as a Predictor of Undergraduate Persistence

Montebello Room

Donald Lifton
Associate Professor of Management

Leo Flanagan
Director of Cornell's Office
of Executive Education

Ithaca College
United States

Hardiness, a fairly new psychological construct, is a personality style that influences personal growth -- particularly during times of stress. Navigating the stressful challenges of transition to college in the first year as well as persistence to graduation may best be accomplished by hardy individuals. Four years ago, a longitudinal study of 190 first-year students was initiated to determine if a student's "hardiness" would influence the likelihood of persisting to graduation. This session describes the hardiness construct and presents research findings relating these recent alum's persistence to their hardiness.

Interest Sessions
5:15 PM - 6:00 PM
Topics to be announced.

Dinner on your own.

Concurrent Session Five

Tuesday, December 5, 1995 — 9:00 AM - 10:15 AM

31

Iguanas in University: Constructing a First-Year Learning Community

Saskatchewan Room

Russell Hunt
Professor of English

Beth McKim
Professor of English

Roger Barnsley
Vice President

St. Thomas University
Canada

St. Thomas University's Aquinas Programme combines three full-year introductory courses into one flexible, unified programme joining three disciplines, three professors, and 36 students in a year-long, writing intensive exploration of a particular theme, introducing students to the central ideas and methods of each discipline and affording an opportunity to explore specific issues in depth while learning library research, computer use and making the transition to university. This presentation will describe the process of institutional change that produced the programme, the experience of participating in the teaching of one section, and the evaluation processes that are being used to monitor its success.

32

ACCEPT: A Freshman Seminar Model for Promoting Success in College and Effective Life-Long Learning Skills

New Brunswick Room

Loretta Jaggers
Associate Professor of Education

Gardner N. Clark
Associate Dean, College of Basic Studies

Obadiah J.K. Simmons
Director of Special Services

Grambling State University
United States

This session is designed to present an instructional model which may be used in a freshman seminar course to promote positive self-awareness, effective time management skills, and overall academic achievement necessary for a successful and productive college life and career. ACCEPT represents each component of the implementation process which involves cooperative learning activities, consultants, field trips, journal wri'ing, and library projects. Specifically, the components of the model follow: awareness of self and others, career choices, commitment and consistency, effective study skills, preparation, and time management. This instructional model provides opportunities for students to effectively accept present and future responsibilities.

33

Applying Erotic Logic in the Classroom: Debates and Critical Thinking in the First-Year Experience Class

Confederation Three Room

William J. McKinney
Assistant Professor of Philosophy

Deborah Wooldridge
Associate Dean of the College of Education

Southeast Missouri State University
United States

Much ink has been spilled over the issues of "reasoning skills" and "critical thinking." Effective reasoning skills can be characterized very simply. Concisely put, effective reasoning amounts to understanding the right questions to ask, and then drawing proper conclusions from the answers to those questions. As such, this session will draw heavily upon the erotic model of critical thinking (e.g., Hintikka and Bachman, 1991). This interrogative approach is aptly suited for active learning activities such as debate in the freshman classroom.

Concurrent Session Five

Tuesday, December 5, 1995 — 9:00 AM - 10:15 AM

34

The Student Goals Inventory: Assisting the Advising Function

Manitoba Room

Diane C. Melanson
Counsellor

William Berry Calder
President and C.E.O.

Algonquin College
Canada

Participants in this session will learn about a student goal-setting programme which has helped faculty advisers reach out to students. It is used in the first few weeks of school and provides a mechanism by which students are encouraged to take steps in order to meet needs, i.e., achieve academic, career or personal goals. Links are made to services and programmes, resulting in greater integration of students into the academic and social environment of the institution. The goal-setting inventory is statistically reliable and has also been used as a pre-enrollment strategy.

35

Jamestown Community College's Experience with the Development of its Student Success Seminar Course

Algonquin Room

William Disbro
Professor of Art
Jamestown Community College
United States

This session will present the background of the development of the Student Success Seminar course at Jamestown Community College, present faculty response, identify course content, cover questions that had to be answered, illustrate the need to develop a handbook to help unify student experiences, present a specific course outline and evaluation process, and offer statistical data and faculty and student comments about such a course.

36

Using Computer Technology to Enhance Student Success

British Columbia Room

Joseph A. Parsons
Coordinator, Learning Skills Programme

David Palmer-Stone
Learning Counsellor

University of Victoria
Canada

Come and learn how you can use computers and the Internet to enhance student success, with: (1) Internet technology using the World Wide Web to provide your students and prospective students world wide with a "virtual walking tour" of your campus, and an opportunity to "meet" professors and Student Services staff in "cyberspace"; (2) Bulletin Board System (BBS) technology to provide information resources, educational software, and interactive consultation and counselling to meet your students' academic needs.

Concurrent Session Five

Tuesday, December 5, 1995 9:00 AM - 10:15 AM

37

Students Helping Students: An Exploration of the Use of Peer Helping in the Delivery of Transition Programmes

Prince Edward Island

Debbie Nifakis
Psychologist

Laurie Barlow Cash
Career Counsellor

McMaster University
Canada

Peer helping can be a highly effective and efficient way to deliver transition programmes. In this presentation, we will draw on our own experiences of developing, coordinating, administering and managing 35 student volunteer peer helpers in a student service setting. We will give suggestions and guidelines on the recruitment selection, training and supervision of peer helpers, and will discuss the effective and ethical use of peer helpers in student service delivery. Participants will have input into the time allocation of the agenda items and may interact with us and other participants in accessing and sharing information about the use of peer helping.

Refreshment Break

10:15 AM-10:45 AM

Territories Alcove

27

Concurrent Session Six

Tuesday, December 5, 1995 10:45 AM - 12:00 NOON

38

Finding Students' Voices Through Games, Humor, and Character Creation

Saskatchewan Room

Rose Marie Lange
Assistant Professor, Freshman Transition
Austin Peay State University
United States

The presenter will show how the use of games, humor, and character creation can help students to find and foster their own voices in writing. A strong sense of voice makes students more aware of their needs, motives, and goals in the writing class and leads to better student writing. Sample assignments and student responses will be shared during this presentation.

39

The Freshman Year Revisited: Are We Looking Through Rose Colored Glasses?

New Brunswick Room

Deborah A. Abbott
Counselor/Professor

Evelyn M. Love
Counselor/Professor

Cuyahoga Community College
United States

Ferguson B. Meadows, Jr.
Assistant Dean of Recruitment and Student Life
Kent State University
United States

While the face of the freshman student has changed, the response of our educational systems may not be meeting the challenge. Because of changing demographics, community college practitioners must focus beyond the intellectual and ability factors and include in their assessment noncognitive variables in order to ensure student success. This session will discuss the results of two research projects conducted in the United States. Tinto's Student Departure Model, the Reaction and Adaptation College Test, freshman orientation programme, a college survival course, and a programme for displaced homemakers will be explored as one model for enhancing student success.

40

New Citizens in an Intellectual Community: Year-Long Themes and the FYE

Confederation Three Room

William J. Gracie, Jr.
Professor of English
Miami University, Ohio
United States

Miami University uses a year-long theme to unite the entire university and to welcome new students to a sustained intellectual experience. Basing my comments on our thematic programme -- one that begins even before students arrive on campus but, later, is linked directly to classes and co-curricular events throughout the year -- I will propose a four-part strategy that may assure greater success for students in their first year and a more meaningful transition from high school to membership in an intellectual community.

28

Concurrent Session Six

Tuesday, December 5, 1995 — 10:45 am - 12:00 noon

41

Using Video Vignettes to Improve Undergraduate Teaching

Manitoba Room

Andy Farquharson
Professor and Director, Learning and Teaching Centre
University of Victoria
Canada

Twenty videotaped critical incidents (3-4 minutes in length) have been developed to stimulate discussion of teaching improvement practices. The themes include: grading, losing control in large classes, missing papers, cheating, harassment, cultural differences and misuse of teaching tools. Participants will view several episodes and experience this discussion method.

42

The Inclusive Curriculum and Diversity in the Classroom

Algonquin Room

David Nimmo
Director, Pre-University Programme
University of Toronto
Canada

With increased student ethnocultural diversity in the classroom, efforts to make the curriculum more inclusive sometimes leads either to the "ghettoization" of subject matter in "special" courses or to mere "token recognition" of minority concerns in "mainstream" courses. A third approach is to design a course following the principle of complementary by juxtaposing texts arising from diverse ethnocultural backgrounds to act as "foils" to one another. This approach addresses differences and commonalities while respecting and acknowledging diverse traditions and helps develop students' critical thinking skills. Examples of juxtaposed literary texts will be discussed.

43

Measuring the Impact of Service Learning on Student Development and Behavior

British Columbia Room

Charlotte E. Lott
Associate Professor

Marilyn Sullivan-Cosetti
Assistant Professor

Christina W. Michelmore
Assistant Professor

Chatham College
United States

Faculty members at Chatham College are exploring the use of service opportunities in discipline-based courses as a pedagogical tool to improve student learning. Discussion will include the experiences of the first-year writing class, a history class, and a sociology class. Assessment of service learning has included both informal faculty evaluation and a formal research experiment undertaken in the First-Year Writing Seminar. Chatham faculty reported that students "found their own voice" and became more reflective and analytic in their attitudes and in class discussion. Some students experienced improved writing capacities and an additional sense of self-worth.

Concurrent Session Six

Tuesday, December 5, 1995 10:45 am - 12:00 noon

44

FYE2: The First-Year Experience for First-Year Engineers

Prince Edward Island Room

Marie A. Iwaniw
Associate Professor
University of Regina
Canada

The presentation will illustrate how some aspects and principles of "University 101" have been integrated into a first-year course which is mandatory for all engineering students at the University of Regina. The main objective of ENGG103 is to make students aware of the positive and negative impact that technology has had on society, and what impact new technology may have in the future. The secondary objectives are to acquaint the students with the University community and the engineering profession and to help the student succeed in his/her first year.

Luncheon

Speaker: Arnold Naimark
President, Vice-Chancellor
University of Manitoba
12:00 pm - 2:00 pm• Imperial Room

Concurrent Session Seven

Tuesday, December 5, 1995 2:15 PM - 3:30 PM

45

Choosing Success as an Option

Saskatchewan Room

Dawn Brown
Associate Director of Counseling and Student Life Services

Doris Kiiffner
Campus Life Coordinator

Carleton University
Canada

Using a student centered approach in implementing course curriculum can have a positive impact on the retention of students. "Choosing Success as an Option" examines how educators can gain a better understanding of students, their needs and how to best tap into students' potential for success. Many students need not be "at risk" and this topic will be explored from the perspectives of a therapist and a learning specialist. The presenters will use case studies supported by data to illustrate practical steps and useful tools educators and those responsible for students can take to communicate to new students that their ability to see and choose options is directly related to their ultimate success. First, however, educators must believe that success is an option available to all students.

46

Interdisciplinary Teaching and the First-Year Seminar

New Brunswick Room

Raymond J. McCandless
Professor of Political Science

Shiv K. Gupta
Professor of Economics and Business Administration

The University of Findlay
United States

The presentation by the two instructors will offer a critical analysis of their experiences with interdisciplinary first-year seminars. The economist has successfully combined his courses with religion, psychology and history courses. The political science instructor has collaborated with a biologist, theater director and business faculty member to provide unique first-year experiences for college students. The main focus will be demonstrating how responding to first-year student needs assists in reconciling seemingly disparate subject-areas.

47

Strategically Integrating Enrolment Management

Manitoba Room

G. Blaine Jensen
Director of Student Services
University of Prince Edward Island
Canada

Attracting, enrolling and retaining students is at the heart of an enrolment management plan. One year ago at the University of Prince Edward Island began a process to examine why student enrolments were dropping and to optimize its enrolments. The Enrolment Management Committee, a cooperative effort by Senate, Administration, Students and Alumni, focused on researching enrolment trends and identifying issues. An enrolment management consultant was employed and the Board of Governors is supporting the efforts with fiscal resources. This presentation will review the steps taken by the University Senate and Board of Governors, a brief review of related studies (Quality of Student Life, Leavers survey and Part Time Students Study).

Concurrent Session Seven

Tuesday, December 5, 1995 2:15 PM - 3:30 PM

48

Making Large First-Year Classes Interactive

Algonquin Room

Leslie Williams
Associate Professor
University of Cincinnati
United States

Freshmen often are placed in large lecture classes which are far too anonymous and dehumanizing. The session will include a video on five different teaching techniques to make large classes interactive. These highly successful techniques will then be discussed with further examples, audience discussion and participation.

49

Academic Advising: A Bottom-Up Approach

British Columbia Room

Bill Gordon
Academic Director, Student Access and Success
Georgian College
Canada

"To the extent that you can allay your students' concerns, provide a sense of human support in their time of need... you are fulfilling your role as an educator of the '90s." (Georgian College Academic Advisor) This presentation will detail the development and implementation of a resource kit on relational academic advising. This kit attempts to provide faculty members with a basic arsenal of non-curricular information, believing that faculty have a critical role to play outside the classroom in facilitating student success. Participants will gain substantial insight into the development of such an initiative as well as a clearer understanding of relational academic advising.

50

The First-Year Experience: The Differences That Make a Difference in First-Year Science

Prince Edward Island

Lorna Erwin
Assistant Professor of Sociology
York University
Canada

According to a number of investigations, female science students are just as committed to careers in science as their male counterparts when they begin university, and their high school grades are equivalent (and frequently slightly higher). Yet already by the end of the first year, gender differences in student satisfaction, attrition rates, and career aspirations are striking, especially in the physical sciences, mathematics, and related programmes. Hence the focus of this session on the impact of first-year experiences on the ways that science students anticipate their future work lives and "adjust" their educational goals and career identities. The findings centre on how science students experience and interpret the first year. They suggest that the "differences that make a difference" in first-year science are much more complex than the previous research has generally suggested.

Concurrent Session Seven

Tuesday, December 5, 1995 2:15 PM - 3:30 PM

51

Profile of Incoming College Students and the Relationship to Student Success

Confederation 3

Michelle Clabrough
Director of Student Services
Dawson College
Canada

This session will present the results of province-wide research carried out with over 40,000 incoming college students. The study attempted to determine the profile of these students based on their personal, social, economic and cultural characteristics. In addition, the researchers explored the possibility of identifying students at risk at the college level in the first semester by determining the link between certain student characteristics and academic antecedent.

Farewell Coffee

3:30 PM - 4:00 PM

Territories Alcove

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The Student Goals Inventory: Assisting the Advising Function

DR. DIANE C. MELANSON

Experience with a student goal-setting program at Algonquin College has led the Academic Advising Committee to recommend its use with student advisees. The Student Goals Inventory (SGI) introduces the process of advising and allows faculty members acting as advisors to touch base with all students to whom they are assigned. The SGI provides a mechanism by which the various student services can be identified and explored. When students indicate a desire to act in order to meet needs, i.e., achieve academic, career or personal goals, links are made to services and students achieve further integration into the academic and social environment of the College. The SGI has been statistically investigated and has been shown to be reliable. It has consistently illustrated the salience of career and academic goals across gender, age and schools. In addition, a predictive validity study indicated that students who eventually dropped out had higher goal-setting scores. Advisors can effectively use the SGI to establish a working relationship with students and help them develop action plans for success.

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AUSTIN PEAY
STATE UNIVERSITY

Finding Students' Voices Through Games, Humor, and Character Creation

Rose Marie Lange, Assistant Professor
Austin Peay State University

Because Basic Writing Students tend to enter university without a strong sense of self, this presentation suggests ways that instructors can help students to become more self-aware in writing classes through the use of games, humor, and character creation. The premise here is that voice in student writing should be fostered early in the writing process and should be made an integral part of the classroom proceedings. Without a strong sense of self in writing, students often flounder needlessly for the greater part of their time in university writing classes.

The presenter will first show games used at the beginning of the semester, some to introduce students to one another and make them more comfortable working together, and others to encourage interest in grammar review and understanding. The games use oblique (and fun) approaches and show that grammar itself is a kind of game played by individuals with every degree of literacy, and is not just the province of Standard English.

The presenter will next show exercises used in the classroom in which the students create characters. Each student receives a picture handout (some choice is given) of a person who is not a celibrity. Headings appear next to lines with space to write the name, hometown, age, hobbies, personality, goals and dreams of that person. As the student answers these questions and others, he or she is, in effect, creating a character to go with the picture. The student then uses that character as the voice in certain writing assignments. Next, students read professional essays trying to identify voice. Students begin to understand and be aware of voice, and finally, to see that each of them, too, possesses a writing voice. This may be the first understanding some students have of this concept. Students become much more protective of their own voices and more autonomous in striving to improve their own writing.

The humor part of the process grows naturally from students' participation in the preceding assignments. The games lead naturally to some use of humor, as do some of the character developments. Students who previously felt insecure about any use of their lighter and brighter world view are more likely to feel comfortable with some use of humor and integrate it into their written and spoken responses. As humor generally calls for a double view of the world, it is of a higher level of critical awareness than many developmental or basic writing students have heretofore displayed. The quality of student writing has noticeably improved since these steps have been implemented in writing classes.

BLOOMSBURG UNIVERSITY
Office of Academic Advisement

THE FOURTH CANADIAN-AMERICAN CONFERENCE ON THE FIRST-YEAR EXPERIENCE

"From Best Inventions to Best Practices"

December 3-5, 1995

ORIENTATION COURSE FOR NON-TRADITIONAL STUDENTS

I. Rational/Support:

- A. Growing number of non-traditional students
- B. Significant changes in higher education
- C. More complicated curriculums
- D. Increase retention
- E. We should do it

II. Purpose:

- A. Help them adjust and succeed
- B. Remove roadblocks and resistance
- C. Present opportunities and resources
- D. "Catch" their attention and "enlighten" them
- E. Help them with academic decisions
- F. Show them precisely where they are and how they fit in
- G. Let them know we appreciate and understand their situation
- H. All in greater detail

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BLOOMSBURG
UNIVERSITY
Office of Academic Advisement

ORIENTATION COURSE FOR NON-TRADITIONAL STUDENTS

Ronald DiGiondomenico
Academic Advisement Coordinator
BF 12
Bloomsburg University
Bloomsburg, PA 17815

The specific purpose of this course is to help our non-traditional students adjust and succeed in their initial exposure or their return to higher education. Secondarily, it should also help and encourage them to continue beyond the initial experience. It is intended to remove road blocks, resistance, fear, etc., of this complex process. There are countless numbers of adult students who return/begin and do not find success or satisfaction-and they drop out. A course such as this can prevent a significant number of these "drop outs".

Portions of the course deal with "nuts and bolts" issues to assist students in their continued education. It also reviews the academic decision-making process and explores the consequences and/or alternatives to these decisions. It is important to point out that this is done in much greater detail (and, hopefully, with much more effectiveness) than would otherwise occur under any other informal circumstances.

The course is also an opportunity to show the University's commitment and its willingness to work with and accommodate this unique (and growing) group of students. Moreover, it is an opportunity to "catch" these students and enlighten them (prevent their attrition) to the many potential differences/problems that may be ahead.

All of which gives us an eventual graduate as opposed to a dropout.

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BMCC
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Empowering Freshmen for Success: Learning Community Programs at an Urban University

Lanny Lester

The City University of New York (CUNY), the largest urban university system in the U.S., consists of 17 colleges, a medical school, a law school, and a graduate education center. As a public institution, CUNY services over 210,000 undergraduate students mainly from the New York City metropolitan area--one of the most diverse populations in the country.

Recently, CUNY has experienced a significant increase in the number of English as a second language (ESL) students, students lacking adequate basic skills, and welfare recipients. Since this trend is expected to continue, CUNY has created innovative freshman programs to service these segments of the urban population. The purpose of this paper is to describe three such programs as implemented at the Borough of Manhattan Community College (BMCC) and to explicate the underlying paradigm which these programs exemplify, the learning community model.

The Learning Community Model

A learning community model is an organizational design which increases course integration, student and faculty interaction, and intellectual and social involvement resulting in greater student participation and depth of understanding. Sometimes it involves a curricular restructuring where several courses are linked together. There may be a common theme or topic among different courses. As a result, students experience their disciplines as connected and complementary wholes instead of as isolated course offerings. Some learning communities utilize existing resourses like the counseling center, tutoring services, and the library while others create new resources like mentoring, student/faculty seminars, workshops, and interest groups. Although there are many differences among learning communities, they all support the principle that students perform best in an coherent and collaborative environment in which learning experiences are coordinated. Among the various objectives of the learning community programs at BMCC are intellectual achievement, cultural assimilation, language immersion, and basic skills instruction.

Coordinated Freshman Programs

A large proportion of students enter CUNY underprepared for academic coursework. Evidence is available to indicate that there is a positive relationship between early completion of basic skills and persistence in college. In an effort to increase retention by strenghthening and supporting the educational experiences of first semester students, the Coordinted Freshman Programs (CFP) was created to provide basic skills instruction to enable students to cope with college level work. At BMCC two CFP programs have beeen implemented, Prefreshman Immersion (PFI) and Freshman Year Initiative (FYI).

Prefreshman Immersion. PFI started in 1985 as a summer program offering six weeks of basic skills instruction in reading, writing, ESL, and math. It has been at the forefront of the international trend in college education which is directed towards creating innovative programs for freshman in order to provide them with a solid foundation, academically, socially, and emotionally.

This program is based on the learning communities model in which a supportive and integrated environment is created for students and faculty. For example, the PFI serves students by providing: 1) low student to teacher ratios, 2) a full-time teaching assistant in each class, 3) a counselor assigned to each

class, 4) a library tour with instruction on use of computer databases, 5) computer instruction in word processing, 6) a trip to a cultural institution, 7) a series of workshops on various topics relevant to first-year students like time management, 8) a movie festival with instructional guides, 9) publication of two journals, one for student essays and one for faculty lesson plans, 10) an essay-writing contest with a prize award, 11) a formal orientation and a spirited closing ceremony including dinner for famillies of students, and 12) all books, tuition, and transportation free of charge. Thus, a learning environment is created in which students perceive college as a community instead of isolated classrooms.

Learning communities can be integrated by instructors in a number of ways. In the PFI there is a program theme which is used to connect the content of instruction in all courses. There is a coordinator for each program component (Reading, English, ESL, and Math). Instructors in each component meet each week to discuss experiences and plan lessons and projects based on the theme. Furthermore, all coordinators, program instructors, and teaching assistants meet in integrative meetings biweekly to share information and discuss program goals.

Freshman Year Initiative. FYI involves the creation of learning communities for freshman who must complete basic skills requirements. A coordinated studies approach is used in that the curriculum is restructured into blocks of courses. Each block includes a basic skills course, a freshman seminar, and an academic course. This arrangement enables remedial students to begin credit bearing courses earlier, and ESL students are able to move into mainstream courses. After basic skills courses are completed, academic courses are coordinated so they complement each other.

Students who take part in the FYI have access to a wide range of services, e.g., a teaching assistant in each class, tutoring, and a convocation ceremony. Instructors are responsible for creating a block theme, team teaching, and collaborating on projects.

College Opportunity to Promote Employment

In 1992, BMCC received significant funding from the New York State Department of Social Services to initiate a pilot program for public assistance recipients who are heads of households with dependent children. College Opportunity to Promote Employment (COPE) is a two-year program to maximize intellectual development and empower students to move towards social and financial self-sufficiency.

A learning community was designed to involve first-year COPE students in a context of broad support services. Integrated curricula were designed collaboratively by faculty. A unique aspect of this program is the "house" structure in which students with similar vocational goals meet once a week with a faculty advisor. Also, students meet once a week in empowerment sessions where topics related to employment are discussed. Furthermore, freshman workshops are conducted which address relevant issues like child care, health, domestic violence, esteem, and problem solving.

Results

Evaluations of these programs are positive and often dramatic. Many students report that their participation in these programs is one of the most important experiences in their first year of college. They report that the support services help them to adjust to college life. Serious personal and academic problems unique to first-year students can be identified before they seriously affect persistence and success.

Many instructors report nearly 100% course completion and attendance. Research gathered at BMCC indicates that the graduation rate for students who complete the CFP is 40% higher and the retention rate is 50% higher as compared to control groups of freshman.

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Title of Program: **"Choosing Success As An Option"**

Presenters: Dawn Brown, Associate Director, Counselling and Student Life Services
Doris Kiiffner, Campus Life Coordinator

Content:

The presentation will discuss how educators can positively affect the success of students in post secondary education. All new students can be considered "at risk" because of the transitional process they experience. Many of these students need not be "at risk". This topic is explored from both a counselling and learning perspective.

Self-esteem is the number one issue faced by first year students seeking counselling assistance. Many are not able to deal with the set backs of poor grades, a relationship gone sour, etc. because they lack the self awareness and skills necessary to recover. Many are able to camouflage their insecurities or their distress over personal and family problems, and succeed in high school. However the additional stresses placed on them by the new university environment make the adjustment a different challenge. When old problems resurface, they find previous coping mechanisms are no longer as successful. Consequently, their academics suffer not because they do not have the ability but because they need to face these issues, learn new ways of building their self-esteem, and develop skills necessary to cope effectively . Many are referred to our services by teaching assistants and professors who are unwilling to dismiss these students as failures. Counselling is a way of helping them to reframe past experiences in a manner that empowers them, while offering them options to shift their perceptions of their current situations so that they can make choices that are in their best interest.

From the learning perspective, understanding students of today is essential if success is to be an option. For many students, the fear of failure is immobilizing and this inaction by students is often seen by educators as an indication of a lack of ability. Gaining an insight to what these students need and how to motivate them can affect retention rates in university. By adapting a student centred approach and acknowledging biases and preferences in teaching, educators can help to lessen the gap between their teaching methods and student learning. Working to understand the individual and how to best tap into their potential is a skill that educators of today must develop.

A student centred approach means seeking a variety of tools and choices to help students learn and problem solve. These tools and choices will be explored. The presenters will use case studies supported by data to illustrate that by helping students see possibilities, you empower them to take risks, to act on their potential, and ultimately to succeed.

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CHATHAM COLLEGE

Measuring the Impact of Service Learning on Student Development and Behavior

Charlotte E. Lott, Ph.D., Chatham College
Christina W. Michelmore, Ph.D., Chatham College
Marilyn Sullivan-Cosetti, Ph.D., Chatham College
Joseph Wister, Ph.D., Chatham College

Faculty members at Chatham College, a small sized liberal arts college for women, are exploring the use of service opportunities in discipline-based courses as a pedagogical tool to improve student learning. Each faculty member decided how to incorporate the required community service in order to meet the objectives of the course. In all these courses, the faculty evaluated the effect of community service on student performance and student satisfaction with the course. They also assessed their own reactions to service learning as a pedagogical tool. As a group, the faculty involved with service learning believe that service learning experiences melded correctly with the subject matter of a course can move students from concrete experiences to abstract understanding and analysis. Discussion will include the experiences of the first-year writing class, a small-sized (8 students) history class, and a large-sized class in sociology. All of these classes are geared to either first or second year students. Chatham faculty reported a high level of satisfaction with their initial experiences. Service learning improved both teaching and learning. They found that students "found their own voice" and in class discussions they became more reflective in their attitudes and values. Some students experienced personal growth as exemplified in their writing and an additional sense of self-worth.

The current literature on the impact of service learning on the educational enterprise is mixed; therefore the faculty assigned a formal research project to measure the impact of service learning on student development and behavior. The study used the population of first-year writing seminar classes which are required for all first-year students. The experiment had 108 participants in seven sections of the seminar with approximately 16 students in each section. Three sections incorporated service learning and were the experimental group and four did not incorporate service learning and were the control group. Self-selection bias was eliminated since the students did not know which sections had the service learning component and they selected the sections based upon the time of the course and the reputation of the faculty member. Data were collected on both academic and psychological variables for all students. Data collection instruments for writing skills included the TSWE (Test of Standard Written English) given at both the beginning and the end of the semester and a blind evaluation of the first and last student papers of the semester by an independent reviewer. Final grades given in each class were examined to detect any

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differential grading patterns. Psychological tests administered included the Bandura Self-Efficacy scale and the Tennessee Self-Concept scale, both of which were administered to students twice, at the beginning and at the end of the first semester. Results from the academic essays indicated possible, small positive effects of service learning. Results from the psychological tests were mixed.
Future plans include: (1)a longitudinal analysis of the 1994-95 first-year lass though their four years at Chatham College examining the variables of college retention rates, rates of participation in college life, number and type of continued service experiences, G.P.A. and future ambitions of students; and (2) a continued analysis of the following first-year writing classes (1995-96, 1996-97, and 1997-98) through the mechanism of the first-year writing seminar.

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Cuyahoga Community College

THE FRESHMAN YEAR REVISITED: ARE WE STILL LOOKING THROUGH ROSE-COLORED GLASSES?

Dr. Deborah A. Abbott, Counselor/Professor. Cuyahoga Community College, Western Campus, Parma, Ohio.

Dr. Evelyn M. Love, Counselor/Professor. Cuyahoga Community College, Metropolitan Campus, Cleveland, Ohio.

Dr. Ferguson B. Meadows, Jr., Assistant Dean, Recruitment and Student Life; Assistant Professor, Counseling and Human Development Services, Adult, Counseling, Health and Vocational Education. Kent State University, Kent, Ohio.

History has noted the changing face of American Higher Education for at least the past two decades. Students who were once referred to as non-traditional, have begun to occupy more spaces in institutions of higher learning and are now being seen as "traditional" (i.e. women, reentry adults, minorities, underprepared). Demographic projections predict that by the year 2000 these groups will be the majority college enrollees.

The typical urban community college represents the total spectrum of both traditional and non-traditional students. These new "traditional" students bring with them a multiplicity of needs and areas of concern that have presented major challenges to college administrators, faculty, and staff to develop and implement effective responses to meet those needs.

Of particular note within this presentation, is the student service area of the community college and its approach to resolving student concerns. The traditional focus of student assessment has centered on cognitive variables. The integration of these variables with non-cognitive variables (i.e. motivation, self-esteem, study skills, environment) has been slow to materialize. The question, then, arises as to whether the approaches being used by our current educational systems are meeting the challenges that are presented by the changing populations.

It is proposed, here, that community college practitioners must focus beyond intellectual and ability factors and include in their assessment of student needs,

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non-cognitive variables in order to enhance student success. This session will discuss the results and implications of two research projects conducted in the United States. The presenters will share their model for enhancing student success which incorporates both cognitive and non-cognitive variables. Discussion of the model will include the use of Tinto's Student Departure Model at the community college. Attention will also be given to the integration of The Reaction and Adaptation College Test (Falardeau, Larose, and Roy, 1988: Cegep de Sainte-Foy, Montreal, Canada), high school grade point average, freshman orientation programs, college survival courses, satisfaction with the college environment, as well as programs for special student groups as collective variables for enhancing student success.

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Title: Profile of Incoming College Students and the Relationship to Student Success

Presenter: Michelle Clabrough

In an attempt to determine the profile of students newly admitted to college, a research proposal was made in 1989 by the Quebec Provincial Association of Student Services Directors. Ronald Terrill, responsible for research at the Montreal Regional Admission Office and Robert Ducharme, psychology professor at Collège Saint-Jérome, were commissioned to carry out this study on behalf of the Admission Office.

The original questionnaire was developed in 1990 based on a model used in the United States by the Higher Education Research Institute (Astin, 1985), and was given to 645 students from five francophone colleges. Following the initial experimentation, the revised questionnaire was given to 17,777 newly admitted students in 15 francophone colleges. In 1993, this was expanded to 45 colleges, including four anglophone colleges, covering a total population of 42,511 students.

The study had three objectives:

1. To determine the profile of incoming college students based on their personal, social, economic and cultural characteristics.

2. To identify those characteristics which appear to contribute to academic success in high school, and to determine whether these same characteristics are indicative of success at the college level.

3. To explore the possibility of identifying students at risk at the college level in the first semester by determining the link between certain student characteristics and academic antecedent.

The results of the survey have provided a descriptive profile of the incoming student population from high school. In addition, through a detailed statistical analysis, the researchers have identified significant student characteristics, based on their high correlation with high school and college marks, as well as the importance these characteristics have been given in the research on student success and retention.

At the high school level, the researchers analyzed the links between student characteristics and the average marks obtained in secondary IV and V. At the college level, they examined the relationship between these traits and the marks obtained in the first semester as well as the drop out rate a year later.

DEPAUL UNIVERSITY

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BRIDGING THE FAMILY GAP:

RETAINING AT-RISK STUDENTS

R. Janie Isackson
Director,
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Kristine Chalifoux
Instructor of English
Poet

Nancy Grossman
Instructor of English
Writer

DePaul University's integrated system of freshman academic programs offers a viable model for other institutions that welcome diverse freshman populations.

Underprepared students with special academic needs are invited to attend the BRIDGE PROGRAM, a five-week summer residential program for an ethnically diverse freshman group. Students begin the regular academic year in September with a course in Writing, Reading and Computational Skills Program (WRC) that combines a network of developmental English classes with individualized tutoring services. Our students continue their first year experience with English and World Civilization courses in our Common Studies Program (CMS), which features an interdisciplinary approach to writing, critical thinking, and library research, as well as an introduction to word processing with WordPerfect.

Recognizing that continuity on a personal as well as curricular level is a key element in the retention of at-risk students, our program emphasizes a network of staff and faculty, who interact with each other and with students at multiple points in the program. Bridge faculty teach in WRC and CMS. The WRC Director is the academic advisor for the writing segment of the Bridge Program. Tutors for the summer program work with WRC and CMS classes during the academic year and students move through the challenge of freshman year with a support network and with excellent role models of academic and personal success.

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ELON
COLLEGE

RIGOROUS FRESHMAN SEMINAR?...A WORKABLE SOLUTION

Dr. Michael L. Calhoun
Dr. Nancy E. Harris

In 1994 Elon College faculty adopted a new general studies program which emphasizes skills, experiences and knowledge as a foundation for life-long learning. The 59 semester hour program consists of a 15 sem. hr. freshman core (global experience, wellness, writing and numeracy), a 32 sem. hr. liberal studies distribution requirement, 12 sem. hr. of advanced studies (which includes an advanced interdisciplinary seminar) and an experiential learning requirement (internship, leadership or service experience, etc.). Most all Elon freshman take an optional 1 sem. hr. freshman orientation class.

THE GOALS OF GENERAL STUDIES INCLUDE DEVELOPMENT OF

SCHOLARSHIP: CRITICAL, CREATIVE AND CONNECTED THINKING
LEADERSHIP: INFORMED VALUES AND ACTIONS
WHOLENESS: DEVELOPMENT OF THE WHOLE PERSON
DIVERSITY: RESPECT FOR DIVERSE IDEAS AND APPROACHES
INDEPENDENCE: EXPERIENTIAL AND SELF-DIRECTED LEARNING
FOUNDATIONS: COMMUNICATION, QUANTITATIVE, COMPUTING

A key element in the new program is the interdisciplinary, writing intensive freshman seminar--GS110 Global Experience. This academic course sets an intellectual tone by virtue of its content and pedagogy, bringing early focus to the practice of skills and behaviors essential to a successful college experience, and to the continuation of learning beyond the four years.

GS110 GLOBAL EXPERIENCE EMPHASIZES THE DEVELOPMENT OF

CRITICAL CONNECTED THINKING
INFORMATION RETRIEVAL
EFFECTIVE COMMUNICATION
A MORE TOLERANT AND GLOBAL PERSPECTIVE

The primary content of GS110 is therefore developmental in nature. Since behaviors such as critical thinking, questioning and communication cannot be practiced in a void, the secondary content of GS110 provides an interesting, relevant arena. The subject material of GS110 deals with problems and issues related to living in an increasingly complex, interconnected world.

56

GLOBAL THEMES ADOPTED FOR 95/96 ARE

RESPONSIBILITY IN THE GLOBAL COMMUNITY
HUMANS AND THE NATURAL WORLD
GLOBALIZATION AND RETRIBALIZATION AS SIGNIFICANT FORCES
THE IMPACTS OF IMPERIALISM AND COLONIALISM
THE NATURE AND POWER OF CULTURE
THE PLIGHTS OF DISEMPOWERED GROUPS

Global problems are by nature complex, spanning all realms of knowledge and ways of knowing. Students thus get early practice in making connections across disciplines and they actually see this behavior being modeled by their global studies faculty who represent all divisions of the college. In addition to common goals and themes the Global Experience faculty use common geographic foci, common readings (novels, readers, the New York Times, etc.) and common cultural events. Thus all sections share goals and materials, but specific course content, theme development, class assignments and special projects may vary. Far from being a cookie cutter experience, each section is a unique reflection of the experiences and expertise of students and professor. Global Experience faculty serve as models, not of absolute experts in all fields, but of the intellectual, life-long learner engaged in active discourse.

Elon faculty feel that the strength of the GS110 course lies in adherence to underlying goals, use of common materials and cultural events and the flexibility for unique and creative teaching and projects. Faculty from all divisions and most departments have voluntarily sought to participate in GS110, knowing that while they will have new opportunities for cross discipline learning, they do not have to become experts in all fields in order to be effective. This semester two faculty, one from political science and the other from philosophy are team teaching a combined section of GS110. Two other faculty, one from computing science and the other from business have linked a GS110 and information systems class.

Faculty development for GS110 includes paid pedagogical and content specific workshops offered during winter and summer terms, plus weekly sessions during the semester for GS faculty to share assignments and discuss content. Sections of GS110 are scheduled in cluster groups to permit several faculty to periodically merge their classes for speakers, discussions and team teaching. GS110 faculty are encouraged to discuss common general studies goals with those faculty teaching the other freshman core courses and also to develop common projects across core courses.

The implementation of GS110 has already impacted areas such as faculty development, freshman retention, use of technology, library holdings and others. From a faculty standpoint, this course has created both the impetus and the opportunity for learning and sharing across disciplines. Recently Elon was awarded its second NEH grant in consecutive years. Part of this second grant will provide for more intense cross discipline sharing among future GS110 faculty. As assessment processes and tools for GS110 evolve, we hope to eventually demonstrate both immediate and long term benefits of the GS110 experience to students.

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ACADEMIC ADVISING: A Bottom-Up Approach

Bill Gordon, Ph.D.
Academic Director, Student Access & Success, Georgian College

ABSTRACT

Retention and success are two sides of the same coin; retention is an institutional value, while success is much more a student perspective. At Georgian College, a new student-centred coin has been minted over the past 12 months that is designed to reflect well on both its sides. This presentation will detail the development and implementation of a resource kit, entitled the "***Georgian College Academic Advisor***," on relational academic advising. Specifically, the following stages or developmental steps will be highlighted:

Stage 1. Creating the Team: accentuate the positive
Stage 2. Creating the Boundaries: what advising is and is not
Stage 3. Creating the Vision: what WE want to see HERE
Stage 4. Creating the Vehicle: the medium IS the message
Stage 5. Creating the Buy-In: getting into action
Stage 6. Closing the Loop: on measuring the value-added

Based on the belief that faculty have a critical role to play outside as well as inside the classroom in making students feel valued by and connected to the institution, the resource kit attempts to provide a basic arsenal of information to the faculty member. Whether information dissemination, referral to another source, or just a smiling face and caring demeanor is the order of the day, the ***Academic Advisor*** clearly puts the various advisor roles in perspective.

From both a conceptual and a pragmatic standpoint, the kit attempts to: i) clarify the expected role of the academic advisor, ii) differentiate between "advising" and "counselling," and iii) identify target results of a relational academic advising program. Various units or topics are addressed in the ***Academic Advisor*** by way of arming the faculty member with the basic, "comfort level" information that they need to effectively respond to their students' non-curricular needs. In addition, numerous worksheets are

provided for use by the faculty member and/or the student.

The following topics are covered in the ***Academic Advisor***:

- College and Academic Resources
- On Obtaining Exemptions
- About Social Relationships
- Time Management
- Career Advising
- Managing Stress
- Money Management
- Reading & Notetaking
- Preparing for Tests
- Preparing Essays & Reports
- Health
- Problem-Solving & Decision-Making
- Learning Styles
- Working Within Groups
- Lifelong Learning

A sense of both the intent and the philosophical basis of this undertaking are captured in the following excerpt from the resource kit:

> "To the extent that you can allay your students' concerns, provide a sense of human support in their time of need or re-direct them to someone else who can help them with their 'problem,' you are fulfilling your role as an educator of the '90s."

It is anticipated that participants will gain substantial insight into the behind-the-scenes development of such an initiative as well as develop a clearer understanding of relational academic advising.

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COLLEGE OF EDUCATION
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ABSTRACT

This session is designed to present an instructional model which may be used in a Freshman/First Year Student Seminar to promote positive self-awareness, effective time management skills, and overall academic achievement. The Freshman/First Year Student Seminar is a very important course which is basically designed to help students effectively make the transition into University life, in order to become successful and productive students. Therefore, through the incorporation of the ACCEPT model, students will have numerous opportunities to increase their knowledge and understanding of University life, expand, basic Reading and Study skills, increase self-esteem, and develop life-long skills necessary for promoting a successful career.

Specifically, the ACCEPT model is a procedure whereby each letter represents a particular component of the instructional process which follows:

A - Awareness

This component provides numerous opportunities for students to engage in creative activities to promote positive awareness of self and others. This phase includes the presentation of information to promote an awareness of the University setting and activities. Emphasis is also placed on self-awareness as related to future career goals and aspirations.

C - Career Choices

This phase includes the presentation of diverse career opportunities since many students are in the decision-making stage regarding career choices. These activities involve consultants, field trips, and medicated presentations about various careers.

C- Commitment and Consistency

This phase involves various role playing and cooperative learning experiences which help emphasize the importance of commitment and consistency in the achievement of desired goals.

E- Effective Study Skills

Varied strategies and materials, are presented to demonstrate the importance of study skills. Students also apply the study techniques discussed in the seminar activities as well as in other classes and discuss the advantages of using such techniques.

P - Preparation

Varied creative activities are used the stress the importance of effective preparation. This component is presented and discussed from the perspective of course work at the University as related to the world of work.

T - Time Management

Numerous activities are used to present the need for effective time management, as well as strategies for managing time wisely.

In summary, through involvement of activities and experiences which are related to the ACCEPT Model, students have an opportunity to develop affective, cognitive, and psychomotor skills necessary for effective life-long learning. Specifically the utilization of this structional model provides opportunities for students to strengthen basic oral and written communicative skills, critical thinking, self-esteem, while increasing their knowledge and understanding of University life and develop life-long learning necessary for a successful career.

CITIZEN
LEADERSHIP
INSTITUTE

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BUILDING CITIZEN LEADERS THROUGH EDUCATION

Gayle F. Oberst

Cheryl Flax-Hyman

Based on the need for citizen leadership in communities and the philosophy of the college, Gulf Coast Community College (GCCC) submitted a proposal to the W. K. Kellogg Foundation to establish a citizen leadership training model that could be integrated into the curricula of community colleges, particularly those throughout Florida. The Citizen Leadership Institute (CLI) was created to develop the program.

The curriculum for the Citizen Leadership Training Program (CLTP) includes skill areas such as team building, change, problem solving, communication, community leadership, citizen leader, and diversity. The "core" of the CLTP is two fifteen-hour blocks of instruction that may be offered as credit courses, infused into the existing curriculum, or as non-credit courses of varying length. The first training block involves awareness of self and others, communicating and working with others, and learning about local, state, and national government and agencies. The second fifteen-hour block of instruction presents problem solving, change, and action.

The curriculum also includes thirty stand-alone modules or courses in leadership skills. It is thought that the single most important factor missing from traditional leadership programs is the ability to create action--action after a forum, workshop, or

Supported by a grant from the W. K. Kellogg Foundation

class. Each Citizen Leadership Institute module includes a commitment to "take the next step" and requires citizens to put skills into practice.

The curriculum for the CLTP was developed and reviewed by individuals from community colleges, private colleges, universities, and leadership programs in Florida and across the nation. It is written in a "user friendly" manner so that average citizens may be as comfortable with the materials as college faculty.

In addition to skill area guides, the CLI developed adaptation, promotion, and "how-to" guides. The adaptation guide offers suggestions and examples to establish and implement "leadership across the curriculum" and leadership workshops, seminars, and credit courses. The promotion guide provides direction in promoting the CLTP within the college and to the target markets. The "how-to" guide details the process that other colleges might use to implement the training program; therefore, it prompts cost efficient replication.

Gulf Coast Community Colleges's CLI will provide materials and training to community colleges in Florida in order that Citizen Leadership Training Programs might be established at their sites. In 1996, the CLI will begin working with colleges in other states in offering the Citizen Leadership Training Program.

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Supported by a grant from the W. K. Kellogg Foundation

Humber College

MAKING THE MATCH: STUDENT NEEDS AND COLLEGE SERVICES

Dr. Peter Dietsche

First-year students begin college concerned about their choice of program and future career, academic skills and financial security. Most colleges provide support services designed to meet these needs but have difficulty determining who needs what service. The traditional response is to utilize the "shotgun" method; all students receive all service information whether they need it or not. This can be costly and ineffective.

Conceptualized within a "person-environment fit" model of educational outcomes and derived from empirical research on student departure, the **Freshman Integration and Tracking (FIT) System** consists of two measurement instruments and associated software. This system has been designed to increase student retention and success, promote the efficient and effective use of college resources and understand the college-specific determinants of the first-year experience.

The ***Partners in Education Inventory***, administered at entry to the college, provides information on the demographic characteristics, academic background, support service needs, attitudes and goals of new students. This is used to: 1) match and target college support services to self-identified student needs via a computer-generated "**Partners in Education Report**" delivered to each new student; 2) report student needs information to appropriate college staff as the basis of a proactive/intrusive advising system; 3) act as an "early-warning" system identifying students with a high probability of failure/departure in the first semester.

The student, faculty and support service responses to this information promote the academic and social integration of new students. This, in turn, has been shown to increase student retention and success.

The ***Student Experience Inventory***, administered at mid-semester, constitutes the "tracking" component. This instrument provides information on the support needs, academic and extracurricular behaviour, perceptions and attitudes of individual students following their interaction with college academic and social environments. This is used to: 1) match and target college support services to self-identified student needs via a second computer-generated "**Mid-Term Partners in Education Report**"; 2) provide student needs information to college staff as the basis of continued proactive advising; 3) act as an "early-warning" system identifying at a critical juncture those students with a high

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probability of failure/departure; 4) identify students who have, since registration, undergone dramatic changes in their attitudes toward and perceptions of a college education. Interventions based on this information are designed to further integrate the student, identify and solve problems before they precipitate departure decisions and, ultimately, increase student retention and success.

ITHACA

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School of Business

Student "Hardiness" as a Predictor of Undergraduate Persistence

Donald Lifton, Ph.D.
Associate Professor of Management, Ithaca College, School of Business
Leo Flanagan, Ph.D.
Director, Office of Management and Executive Education, Cornell University

The ability to identify student characteristics that jeopardize their persistence would give higher education administrators a chance to identify, at an early stage, which of their entering first-year students may be at risk. Once such tested identification mechanisms are in place, intervention programs could be designed to increase retention rates

Four years ago, a longitudinal study of 205 first-year Business majors was initiated to determine if a student's "hardiness" would influence the likelihood of persisting to graduation. Hardiness can be defined as a personality style that can influence ways of thinking, feeling and acting in the world that result in personal growth rather than debilitation -- particularly during times of stress. Navigating the stressful challenges of transition to college in the first year and persistence to graduation may be best accomplished by hardy individuals.

A baseline description of the study and characteristics of the students sampled was presented a year later (Lifton & Flanagan, 1992). Now, this September '91 entering cohort has passed its projected May '95 graduation target. It is appropriate to explore the hypothesis that hardiness is an important characteristic of successful students.

Hardiness

What the hardy construct offers is an understanding of how an individual can adapt to, engage in, and potentially thrive in a high change environment. The majority of research on the hardiness construct provides some support for the notion that while hardy individuals perceive as many stressors as non-hardy individuals, they typically respond differently to them. Hi-hardy individuals attribute greater competence to themselves, appraise situations as having potentially positive outcomes, and engage in problem-solving behavior in order to yield these outcomes (Kobasa, 1979; Kobasa, Maddi, & Kahn, 1982; Nowack & Hanson, 1983; Bartone, 1989).

Kobasa describes hardiness as a set of three inter-related perceptual and cognitive patterns -- commitment, challenge and control -- that increases the likelihood of transformational rather than regressive coping behaviors (1979).

Commitment is a relatively constant belief in and clarity of the purpose, value, and desire to engage in goal directed activities and interpersonal relationships. Behaviorally, commitment has been posited as a consistent tendency to be involved in whatever life offers (Kobasa, Maddi, & Kahn, 1982). More simply put, commitment is the belief that living life to the fullest is valuable and rewarding.

Challenge is the belief and perception that change is normal and positive. The challenge component results in an individual seeing a problem or obstacle as an interesting opportunity for learning, growth, and achievement. Those who have the challenge perspective will actively engage in attempts to solve problems and overcome obstacles. Those who lack the challenge orientation would in turn increase their risk of being paralyzed and overwhelmed by stressors.

Control is the belief that one can control or influence the environment and the outcomes and events that impact them. This characteristic is based on the Locus of Control construct originally posited by Rotter and his colleagues [Rotter, Seeman, Liverant, 1962] and the voluminous research that followed its presentation. Those low in control believe that their fate is largely beyond their ability to influence and predominantly determined by external forces.

The hardy person is thought to be able to generate and choose among a variety of responses to a stressor. The hardy person can interpret the occurrence of and response to a stressor within the context of one's life, thereby typically reducing its impact. The challenge component (i.e. consistently engaging in and attempting to achieve in various situations) helps the hardy person have a wider inventory of appropriate coping skills to temporarily moderate the impact of a stressor (Kobasa, 1979)

Findings

In Fall '91, 190 of 205 entering first-year business majors (i.e. 93%) at a northeastern U. S. college agreed to participate in a study that would assess their hardiness level and monitor their undergraduate progress. These students responded to a 30 item instrument designed to measure hardiness developed by Bartone (1991) and modestly adapted to reflect student life.

By June, 1995, 109 respondents had graduated -- not necessarily in Business. Fifteen students were still in active pursuit of a degree. Sixteen students transferred to other academic institutions and were dropped from the study. Sixty-five undergraduates left the institution with no immediately stated plans to continue their studies anywhere. For purposes of analysis, the hardiness scores of the 65 non-persisters was compared to the combined grouping of those students, 124, who graduated or were still actively in the pipeline.

The hardiness scores of the 189 students who formed the final sample ranged from 41 to 77 with a mean score of 59 and a standard deviation of seven. When the hardiness scores were broken down by group, persister versus non-persister, those who went on to graduation or were still in the pipeline averaged higher hardiness scores, 60 versus 57 respectively. The difference was statistically significant at the .05 level.

If these preliminary results are replicated elsewhere, voluntary testing for hardiness may help higher education administrators identify students at risk so that intervention programs can be utilized to overcome a possibility that they may not graduate.

Works cited - provided upon request.

JAMESTOWN CAMPUS

Jamestown Community College's Experience with the Development of its Student Success Seminar Course
William Disbro

As Jamestown Community College recognized the need to respond to the lack of freshman success in beginning college experience the following sequence of events occurred:

*Workshops were held for all faculty with Dr. John Gardner and Dr. John Roueche
*Formation of committee with all interested faculty
*Committee established goals and objectives for this new college experience - whatever it would become
*Recognition that there were two aspects of orientation that could best be accomplished by text material and both would help to give a unifying experience to the variety of student backgrounds and abilities: A. Mechanical instruction in college custom/life and information on expectations and assumptions about student background and behavior.
B. Issues to experience and discuss
*Selection of text(s). Examples of difficulties on agreements among faculty representing a cross-section of academic disciplines.

As course content was being identified and created other issues arose:

*Will this be a required course? For full-time only? Will this be for credit? How much credit?
*Who will teach the course? What training will they desire and receive?
*What size should the classes be?
*How will students be evaluated? Will they be graded? What system?
*Will it transfer?
*How will the course be evaluated?
*This should not be a study skills course - no overlap with our Master Student course.
*Expectations and standards - what will be promoted?
*How will the course be packaged? How long is it?
*Is it interdisciplinary? Is it to be housed under Academic Dean or Dean of Students? Is a coordinator/director needed?

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The process lead to the development of the Student Success Seminar course with the following topics and sequence:

Introductions, Reasons Course is Offered (syllabus, etc.), Value of Involvement, Introduction of Writing, Characteristics of Model Student, Dealing with Faculty and Other Students, Expected and Accepted Behaviors, Student Rights and Responsibilities, Campus Cultural Diversity, Learning and Teaching Styles, Note Taking, Test Styles, Library Experience, Geography of Campus, Technology, Health and Stress, Choosing Careers, Setting Goals, Task (Time) Management, Assessment.

A typical Student Success Seminar course outline will be discussed with specific activities and assignments presented.

Course evaluation is based on four categories: attendance, participation, written responses, quizzes. The evaluation techniques and values of each will be discussed.

Statistical data from first full year of offering the course will be offered including comparisons of average credit loads and retention rates.

Faculty and student survey results will be presented illustrating a broad range of responses to the success of the course. Specific faculty and student comments will be offered as advice to those considering creating similar courses.

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LONG ISLAND UNIVERSITY BROOKLYN CAMPUS UNIVERSITY PLAZA, BROOKLYN, NEW YORK 11201

DESIGNING FOR COMMUNITY
ORIENTATION SEMINAR STRATEGIES

Bernice Braid, Dean of Academic & Instructional Resources
Cris Gleicher, Coordinator, Freshman Year Experience

This session will be part presentation and part interactive workshop. All focused on one example of a learning strategy that helps both students and faculty. The fundamental aim of the Orientation Seminar at Long Island University's Brooklyn Campus is to help students perceive themselves as mappers and explorers of new territory. The course title, The University: Discovery and Change, is the earliest indicator of the learning goals basic to it.

Involving faculty in the design of interactive and small group assignments in a day long Faculty Workshop furthers the goals for this course, and simultaneously begins to shape the instructors into partner-cohorts for the term. One concrete accomplishment of this Workshop is for teams of instructors to design and structure an "exploration" that all new students engage in on Orientation Day. Both the process of imagining the task, and the product of faculty efforts, which is the exploration assignment itself, begin to engage staff and faculty as genuine partners in their on-going efforts with new students. The program as it unfolds accomplishes parallel but differing ends: sensitizing instructors to issues of teaching and learning; creating a program for an Orientation Day that involves upwards of 1,000 participants; and helping the staff and faculty bridge cultural gaps that normally divide them, so that they believe themselves to be real partners in providing mentors for students.

The skills that both teachers and learners develop in this process are directly applicable to

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disciplinary inquiry, integrating content and experience in the workplace, and connecting learning in more than one field. By way of introduction to the concept and practices implicit in this summary, the mini-workshop portion will invite participation in an interactive exercise, namely to design a team exploration of the home campus of those present. Small groups will discuss design elements within pertinent restrictions, such as time and number of students involved.

The final segment will invite a report-back of this preliminary design, which will be reviewed in terms of structural elements tested in the Brooklyn Campus setting. A review of useful themes, objectives, and reporting mechanisms tried out in Brooklyn should provide a lens through which to view possibilities for the home site of conference attendees.

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November 6, 1995

Title: Students Helping Students: An Exploration of the Use of Peer Helping in the Delivery of Transition Programs

**Presenters: Laurie Barlow Cash, Career Counsellor,
Dr. Debbie Nifakis, Psychologist
Coordinators of The Peer Helper Program,
Counselling and Career Services, McMaster University**

Peer helping can be a highly effective and efficient way to deliver transition programs. In this presentation, we will draw on our own experiences of developing, coordinating, administering and managing 35 student volunteer peer helpers in a student counselling service setting. Our goal is to shape the content and delivery of this workshop according to the needs of workshop participants. The following is an outline of topics we are planning to present:

1. Introductions and Question Bin – who you are, who we are, and what you want to learn and discuss.

2. Why we developed a Peer Helper Program – background on the history of the program and our philosophy of peer helping.

3. The structure of our peer helper program – what peer helpers can do and how the program is organized.

4. Recruitment – our best tips for recruiting high performing peer helpers.

5. Training and Supervision – "nuts and bolts" of developing and delivering a training program, and providing quality supervision.

6. Benefits for students, peers and staff – the surprising payoffs for everyone involved.

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peer HELPER PROGRAM

7. Challenges – the changes we have experienced as a result of adopting peer helping as a model of service delivery.

8. Application of Peer Helper model to the First Year Experience – our suggestions and recommendations for people considering the use of a peer helper model in the delivery of Transition Programs.

Participants will have input into the time allocation for these topics and may interact with us and other participants in accessing and sharing information about the use of peer helping.

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Director
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BEST INTENTION INTO A BEST PRACTICE:
STUDENT BASED MODELS OF SERVICE PROVISION

Presenters:

Donna Hardy Cox, Ed. D., R.S.W.
Robert Shea, M. Ed., R.S.W.

ABSTRACT

In 1990, a 4 year Student Introduction and Achievement project was initiated with the ultimate goal to develop self-sufficient, student-based services and supports for first year students of Memorial University.

The culmination of this project, realized the development of the OPENING DOORS SERIES (a video, poster, facilitator's guide, and 8 program modules) which provided pragmatic step by step instructions for professionals, para-professionals, and student support staff. These manuals address all aspects of program implementation; recruitment, selection, training and program delivery. The specific needs of the first year student were addressed through four initiatives. They included the Student Ambassador Program, Orientation/First Year Seminar Series, Peer Orientation Assistant program, and F.U.S.S. - the First Year University Student Society.

Based upon this model of student involvement, a new student development employment service was engineered. The Employment Services Centre incorporated aspects of this Student-Based Model into more effective and efficient service delivery.

The session will overview this Model, describe its application to existing services areas and conclude with an opportunity to question its applications as a means of maximizing the first year experience and related student development programs on individual campuses.

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MIAMI UNIVERSITY

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"New Citizens in an Intellectual Community": Year-Long Themes and the First Year Experience

William J. Gracie, Jr., Professor of English and University Director of Liberal Education, Miami University (Ohio)

For most students, the transition from high school to the university is an often bewildering mix of cultural and intellectual shocks. With the best of intentions, we usually welcome our new students to our intellectual community, but, with the obvious exception of the classroom and some co-curricular activities, students usually have little awareness of their roles as members of a community of learners. Miami University is in the process of introducing students to their intellectual community by inviting their attendance at a variety of events that link the entire first year and, in fact, the entire university around a common theme. Our summer reading program, University Convocation, lecture series, and First Year Community Forum nights bring a variety of resources and programs (including Black World Studies, Women's Studies, the Honors Program, etc.) to illuminate a common theme: in 1995-96, "World War II and the American Home Front," in 1996-97, "The Latin Americas." My presentation will go beyond description in order to apply, where relevant, Astin, Boyer, and Kuh, and to propose a four-part strategy that, I believe, will not only lead to our creation of an intellectual experience that will unite all units of the campus but will help our students succeed as learners and as citizens of an intellectual community.

Excellence is Our Tradition

NORTH ADAMS STATE COLLEGE

A RETROSPECTIVE ASSESSMENT OF A FIRST YEAR SEMINAR AT A SMALL U.S. STATE COLLEGE

Robert Bence, Kevin Clark, Albert Hyers, and Monica Joslin

ABSTRACT

In 1993, North Adams State College, a state school with an enrollment of about 1,500, instituted a First Year Seminar (FYS) as a requirement for all entering, traditional-age students. While the primary impetus for the FYS program was student retention, its goals also include helping new students succeed both academically and socially, fostering tolerance for cultural diversity, and developing a sense of community.

Our FYS program is atypical in at least six ways, especially because it operates in a highly unionized state college system at a time of limited resources. First, the FYS is a *requirement*, not an elective. Second, it seeks to tightly integrate academic experiences and dormitory residence living, and also introduces students to the greater community outside the college. Third, virtually every academic department and administrative office participates somehow in the program. Fourth, faculty participation is surprisingly widespread and enthusiastic. Fifth, all first year students have their FYS instructor as an academic advisor for the first year, regardless of any intended major. Finally, it is a highly organic program that, while retaining a basic operational framework, remains flexible and open to continual readjustment.

The First Year Seminar is a 3-credit course that incorporates both academic and developmental activities. Students are placed randomly in a course section, and the 15-18 students in any given section live on the same dormitory floor. FYS instructors maintain at least some office hours in the dormitory. All sections share the same general theme (the current theme is "trading eyes: exploring alternative visions"), but the instructors create informal section "clusters" defined by their academic interests; all sections in a cluster occasionally meet as a larger group to view a movie or participate in other activities. All sections have the same stated goals, objectives, and attendance policy but specific day-to-day schedules and grading requirements vary. Regarding objectives, the syllabus states that students should (1) develop the ability to approach topics from more than one perspective, (2) enhance written and oral communication skills, (3) develop the skills and inclination to think critically, (4) develop a greater responsibility for their own learning, (5) learn how to access information, (6) develop the skill of collaborative learning, and (7) develop an increased sense of belonging to a college community.

Ongoing assessment efforts show, even in the short time since its inception, that the FYS is very useful for understanding academic issues related to retention. A significant preliminary observation is that student performance in the course (i.e., the course grade) helped identify those most at risk of leaving the college (through failure or withdrawal). For the last two years, the FYS grade correlated strongly with the first semester grade point average (GPA) calculated independently of the FYS. Students earning a C+ or worse are much more likely to have fewer credit hours, a poor GPA, and a greater likelihood of leaving. For example, 61% of students

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receiving an FYS grade of F, D, or C in 1993 did not return in 1994, yet only 33% of those earning a B or A left. We believe that a poor FYS grade is a symptom of circumstances that may lead eventually to academic uncertainty. Using course grades, therefore, FYS instructors can probably identify at-risk students by mid semester and, ideally, initiate intervention strategies.

Colleges often utilize an entrance examination (e.g., the S.A.T.) to make admission decisions. But our analysis reveals that, at least at NASC, S.A.T. scores were irrelevant in predicting FYS success or first semester GPA; high school rank, however, was a strong predictor of both. In fact, the combination of high S.A.T. score and low high school rank was especially notable with regard to poor academic achievement; such students seem to have questionable motivation to succeed in college. On the other hand, the combination of low S.A.T. score and excellent high school rank seems to indicate highly motivated students. This analysis may lead to some rethinking of admission criteria at NASC.

As the most comprehensive program ever at North Adams State College, the First Year Seminar has had unintended effects on other aspects of campus, most noticeably advising, residence halls, and, formerly sporadic, working relationships between disparate segments of the campus. Thus, the FYS affects the campus in ways not originally envisioned by the program founders.

OKANAGAN UNIVERSITY COLLEGE

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Title of Presentation: "Succeeding With A Success Skills Course in a Non-Credit Environment"

Presenter: Whitney Buggey, Campus Director

ABSTRACT

Following the Third Canadian American Conference on the First Year Experience in Victoria, British Columbia in May 1992, three staff members, a counsellor, a psychology professor and the Campus Director at the Vernon Campus of Okanagan University College in British Columbia introduced a twenty-five hour, non-credit Student Success Seminar in September 1992. It has been revised and refined each semester since then.

The course focuses on a variety of organizational and learning skills including time management, choosing and organizing priorities, improving memory and reading techniques, note taking skills, study skills and test and examination preparation skills and so on. In addition there is emphasis on personal skills like stress management, personal financial planning and nutritional awareness. Approximately 350 students from a variety of program areas have participated in the course.

Perhaps more important than the examination of the course content, the session dealt with the problems of motivating and retaining students in a non-credit course when they are faced with the demands and deadlines of their other credit courses. As well, the session examined specific strategies designed to involve faculty in positive and meaningful ways and to build faculty awareness and support. The session discussed strategies to inform and involve administrative colleagues and board members to help to build support at that level and to pave the way for a broadly based institutional commitment.

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Iguanas in University: Constructing a First Year Learning Community

Russell Hunt
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Roger Barnsley
V. P. (Academic)

ABSTRACT

St. Thomas University's Aquinas Programme began in the fall of 1994 as an alternative to the existing first year curriculum. It combines three full-year introductory courses into one flexible, unified programme. Each section joins three disciplines, three professors, and 36 students in a year-long, writing-intensive exploration of a particular theme, aimed at introducing the students to the central ideas and methods of each discipline as a way of approaching and understanding that central theme. Students thus have an opportunity to explore specific issues in depth at the same time as they learn library research, computer use, and make the often difficult transition to the university, the campus, and the world of academia.

The program is the result of a lengthy period of institutional consultation and exploration which began when, unsatisfied with the existing situation for entering students -- a conventional five-course smorgasbord, with little or no coordination among the departmental introductory offerings -- a group of faculty and administrators began to consider alternatives.

Over a three-year period, a working committee of administrators, faculty and students led the university through a process of institutional reflection which involved traditional research into existing models of introductory university curricula, a campus-wide written "Delphi-style" consultation, and organizing and hosting an international conference on alternate models of first year programmes. Out of the process came a proposal for a pilot project which would be adapted to the university's own history, character and situation, and would involve a fusion of ideas drawn from programs such as the University of British Columbia's "Arts One" program, the University of Massachusetts' "Inquiry Program," core curricula and Great Books programs, "University 100" courses, the "Learning Community" movement, and the university's own computer-based "Collaborative Investigation" model of learning and teaching.

The fusion of these ideas that resulted represents an approach to first year that is significantly different from any we are aware of, and our experience with it offers significant opportunities

for reflecting on the nature of the first year experience. In this presentation, we will describe that experience, offer some of those reflections, and invite others to reflect with us.

Dr. Barnsley will describe the process of institutional change that St. Thomas underwent, focusing on the consensus-building and compromise necessary to institute a radical change in a central part of the curriculum, and considering the continuing challenges of maintaining such a program on a pilot basis while at the same time pursuing other strategies for renewing first year.

Dr. Hunt will describe the experience of participating in the teaching of one section of the program, from the early stages of planning and organizing to the classroom experience of cross-disciplinary team-teaching. He will focus especially on the differences between the experience of teaching collaboratively and creating a learning community, and on the practicalities of scheduling, orchestrating, and carrying out such a program, maintaining flexibility while optimizing the opportunities for learning.

Dr. McKim will describe and analyze the evaluation processes that are being used to monitor the success of the Aquinas program. Using material garnered through such formal evaluation tools as questionnaires, informal material taken from student focus groups, telephone interviews and e-mail exchanges, faculty reflections, and objective "indicator data," she will review the findings and consider changes that have been incorporated into the second year of the program.

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Applying Erotetic Logic in the Classroom:
Debates and Critical Thinking in the First-Year Experience Class

William J. McKinney, Ph.D.*, Assistant Professor of Philosophy

Deborah Wooldridge, Ph.D., Associate Dean of the College of Education and Associate Professor of Human Environmental Studies

ABSTRACT

Educational leaders have made suggestions on how to improve the educational system in the 1990's and prepare students for the twenty-first century (The Association of American Colleges, 1994,1988; Boyer, 1987; Goodwin, 1988) . It has been suggested that schools focus on teaching knowledge and thinking skills which support sound decision making (Wales, Nardi, & Stager, 1986). Schools have been challenged to prepare students for the work force and life long learning activities. It has been suggested that basic skills such as mathematical and scientific reasoning, critical thinking, interdisciplinary thinking, oral and written communication, and collaboration need to be the focus of the curriculum.

Much ink has been spilled over the issues of "reasoning skills" and "critical thinking." Effective reasoning skills can be characterized, however, very simply. Concisely put, effective reasoning amounts to understanding the right questions to ask, and then drawing proper conclusions from the answers to those questions. As such, this session will draw heavily upon the erotetic model of critical thinking (*e.g.*, Hintikka and Bachman, 1991). This interrogative approach is aptly suited for active learning activities such as debate in the freshman classroom.

Students are often asked to "think," "reason," "infer," "believe," and "argue." Yet, these terms differ in extremely subtle ways which often lead to confusion.

"Thinking" is understood to mean any mental activity, including but not limited to introspection, deduction, induction, abduction, aesthetic reactions, intuitions, emotions, etc. In this sense, thinking is characterized in the tradition of Descartes' *Meditations*.

"Critical thinking" is understood as goal directed, purposeful and context dependent thinking. It is thinking which is directed to specific ends. In this sense, "critical thinking" is synonymous with "reasoning" and "rational inquiry." Hintikka and Bachman have defined "rational inquiry" as the use of both correct methods and effective strategies in reasoning. These methods and strategies will be discussed in the proposed session.

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"Inference" will be defined as reasoning to a conclusion from a set of premises. Inferences can be judged valid or invalid, sound or unsound, based upon the methods and strategies of which the students must be aware. Inferences are mental acts.

"Belief system" is a network of propositions which a particular inquirer holds to be true or verisimilar, and in relation to which all inquiry takes place.

"Argument" will be defined as a verbal or written inference.

These are the objects of our discussion, and debate is the instrument with which students become familiar with them. Since, by definition, we only have access to someone's arguments, not their thoughts, the use of debates is an effective means to facilitate the skills of rational inquiry.

Norris (1985) stated that while it is important for one to be skillful at critical thinking, it is of no value unless one has the critical spirit. This critical spirit is composed of three requirements. The first is that critical thinking skills be used in everyday situations. The second requirement suggests one should think critically about one's own thinking. This ensures that one is honestly seeking to solve a problem, and not just criticizing one's own thoughts. The final requirement is that one act on the decision being made through critical thinking. It is not enough that a decision be made, but action be taken. Instructors can help engender the critical thinking spirit by allowing students to practice skills on daily problems.

Classroom debating allows students to practice critical thinking on current problems. A debate is defined as a discussion of opposing reasons and the deliberation on a question. The classroom debate requires students to gather, analyze, evaluate, and synthesize information into a logical defense for their position. It also helps acquaint students with the professional literature as they utilize the library in search of information for their defense. The debate situation forces students to sort through information and take a stand. They must organize the details of the issue and support their position with logical reasoning. Last, they must communicate the information to their peers in a logical manner. Cast in this light, critical thinking becomes a problem solving activity. When thinking is conceived of as goal directed, students are, in essence, asked to solve logical, conceptual and empirical problems.

The presentation will elaborate upon this interrogative model of critical thinking, and illustrate through a detailed discussion how it can be utilized in a classroom debate and subsequent series of written assignments.

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Career Connections for the Undecided Major

Frances B. Wood

ABSTRACT

Careers are destined to change dramatically with the infusion of currently available and emerging technology. This reform demands new visions that shift emphasis from helping people make initial occupational choices to assisting clients develop a life plan that will allow for harmony and balance among the life roles.

A model curriculum for a freshman success course was designed to connect undecided majors with career options and to aid in retention. Career Planning 104 is a theory-based course that strives to equip students with a rational-systematic decision-making process to be applied during the course, as well as later in life. Techniques presented can be used to enhance (1) cognitive clarity, (2) self-awareness, (3) goal setting and decision-making, (4) career exploration and, (5) career and world-of-work integration. This easily adaptable model has been used successfully with high-school, college, and non-traditional students.

Objectives: At the completion of the program, the participants will be aware of:

1. Assessing cognitive clarity of students
2. Using assessment inventories

3. Teaching decision-making strategies

4. Accessing career information using today's technology

5. Explaining trends in the world of work

6. Evaluating program effectiveness

This presentation will use transparencies and hand-outs to demonstrate multiple assessment strategies including student portfolios, use of computer technology, group presentations and critical thinking activities which help solidify career choices. Following the program, the audience should be able to help students increase self-understanding, build an awareness of occupational options, and draft specific plans for the next steps in career development.

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AV equipment needed: Overhead projector

Intended audience: Instructors/ Counselors

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ACADEMIC INTEGRITY AND THE FIRST YEAR STUDENT

Tina Arth
Marianne Schnaubelt

Academic dishonesty is a matter of increasing concern throughout higher education. The burgeoning use of computers has added several new dimensions, including computer privacy, ethical use of computer resources, and increasingly sophisticated forms of plagiarism. Rather than focus on the negative, the presenters took a positive approach--can academic integrity be enhanced through the socialization of first-year students?

The presenters began with the notion that what we seek to instill in students is an ethic of academic integrity. Certainly students need to be educated as to what constitutes cheating and plagiarism, and made familiar with penalties associated with these behaviors, but that is not enough; rather, we wish to foster the recognition and adoption of high standards of scholarship and conduct. Students also need to be made aware that academic integrity is a moral imperative throughout the scholarly community, and that this integrity is one of the most important life-long lessons we wish to impart at the university. Inculcating students with standards of academic honesty begins with orientation and academic advising, when students are beginning to learn about the world they are entering and what is expected of them. Examples of ways in which discussions of academic integrity are incorporated into orientation and advising at the University of California, Irvine, were combined with experiences of workshop attendees to explore ways in which this subject can be successfully introduced to first-year students.

To be successfully socialized students must realize that academic integrity applies to and has been adopted by faculty and staff as well as students. Consequently, the second part of the workshop dealt with ways in which faculty can introduce and reinforce standards of academic conduct. These range from presentations in class to discussions of honesty in the research process.

Canada and the United States are countries with large immigrant populations. Many individuals attending our colleges and universities are first generation college students and hence may be unaware of standards of behavior typically expected in our institutions of higher learning. In addition, some first-generation college students are subject to social and economic pressures not felt by more acculturated students. This third part of the presentation was devoted to discussing cultural factors impacting behavior and beliefs of first-year students: what occurs when students feel that the pressure to succeed means using any means necessary to pass a class (or earn an "A")? Does lack of familiarity with the language in which courses are taught make an understanding of plagiarism more difficult? Are there techniques for communicating standards of academic honesty that our colleagues have found useful and effective?

Finally, the presenters focussed on computers and the need for broadening codes of academic standards to include programming, use of computing resources, the privacy of accounts and e-mail, and similar topics. The proliferation of material available on the world wide web brings into question whether new definitions of what is "one's own work" are needed as well as methods of proper citation of material. Discussion of these and related topics by the presenters and those attending centered on brainstorming areas of concern, means of applying established standards of behavior to emerging technologies, methods of communicating behavior standards regarding computing resources, and strategies of instilling proper use of computers as another facet of academic integrity.

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Making Large First Year Classes Interactive

Leslie Williams, Ph.D.

ABSTRACT

First year students are often placed in large lecture classes which are far too anonymous and dehumanizing. Since research shows that students learn best when they are active, rather than passive, and that they learn while manipulating information, the passive student in a large lecture hall is perhaps the least efficient method for education. Such classes become better learning experiences by making them interactive. This session will begin with the showing of a video featuring five professors at the University of Cincinnati who have devised a variety of ways in which participation and discussion florish even in very large lecture halls.

Howard Jackson, for example, teaches physics to engineering students using palmtop computers in a "Classtalk" system for groups of three to four students in the large lecture class to solve equations together and register their answers on a large graphed screen. Carl Heuther teaches biology using e-mail, discussion packets, and a half dozen teaching assistants to personalize the post-lecture experience. Leslie Williams organizes small groups for role playing in her art history sections of up to fifty students. Tony Grasha uses senior psychology students to lead discussions for large classes in smaller groups, and breaks the large lecture classes into small task-oriented groups. Barbara Walvoord makes the first exposure to material the responsibility of her ninety students in their study time by using video lectures, thus freeing class time for analysis and discussion in small groups. These techniques, some of which also use writing across the curriculum, are seen in the video "Making Large Classes Interactive." Following the 28 minute video, small group dynamics and interactive discussion will be demonstrated in a workshop setting.

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FACULTY TRAINING FOR THE FRESHMAN SEMINAR: PROBLEMS AND SOLUTIONS

Constance Staley, Associate Professor, Department of Communication, and Director, Freshman Seminar Program

According to the 1991 National Survey of Freshman Seminar Programming, 71% of academic institutions offering the Freshman Seminar also offer instructor training. Of these institutions, nearly half require instructor training in order to teach the course. However, the prospect of training faculty brings particular challenges:

1. Variety of Faculty Backgrounds. College teachers represent the only tier of our educational system whose academic preparation typically does not include coursework in teaching methods. They are frequently subject matter experts drawn to the profession because of its opportunities for in-depth study and research within a particular discipline. Although they may know a great deal about their disciplines, they may know much less about the process of teaching and instilling in their students a love of learning. So for many faculty, teaching an interdisciplinary college success course such as the Freshman Seminar presents an array of new, and perhaps slightly unsettling, challenges.

2. Potential Faculty Resistance. Some faculty may see "training" as unfamiliar and suspect. The teaching profession requires faculty to watch and listen with critical eyes and ears. Academic conferences, which are usually "disciplinary updates," may represent the only type of professional development they have experienced. And while academic conferences provide important opportunities to network and keep abreast of research, participants may return to the classroom with little of *practical* value. Faculty must be convinced that training for the Freshman Seminar offers opportunities to gain practical ideas for the classroom, share approaches and challenges with colleagues, refine their teaching abilities in all the courses they teach, learn about what's happening at their own and other institutions, and build professional relationships across departments.

3. Limited Time for Program Development. Unlike their counterparts in business and industry who receive regular management training to help them meet new professional challenges, academics are often left to their own resources. Faculty and staff may feel they lack the time, interest, or expertise to assume responsibility for training their colleagues.

This presentation will describe a compact and comprehensive training program designed to address the particular challenges of training faculty for the Freshman Seminar at the University of Colorado, Colorado Springs.

The Freshman Seminar at CU--Colorado Springs is an interdisciplinary, elective course for freshmen. The purposes of the course include enhancing student performance, enriching their college experience, introducing them to a variety of academic disciplines and potential majors, and improving student retention rates. The course is organized around broad and appealing content areas ("Back to the Future," "The Mating Game," "Life and Death," and "The American Dream") and taught by interdisciplinary teams which typically include one humanities faculty, one social science faculty, and one natural science faculty, along with staff co-instructors, and each section is assigned a student mentor (or "near-peer") who completed the course successfully the previous year. Freshman Seminar students spend one-half of their in-class time in small groups with their individual instructor(s), and the other half with all students enrolled in the content area to listen to guest lectures from on-campus or outside experts who approach the course topic from their specific disciplinary focus. An emphasis on academic skills is interwoven in the course through a variety of assignments, i.e., a science lab report, research proposal and paper, oral presentation, weekly journal entry to instructors via e-mail, etc. However, the course provides students with support and guidance as these assignments are completed. It attempts to help meet the social and connectivity needs of incoming freshmen while providing the academic support needed to develop critical skills for college success. Having grown from a single pilot section in Fall of 1991, to twelve sections in 1995, the Freshman Seminar serves approximately 40% of the entering freshman class.

Participation in the Freshman Seminar Program at CU--Colorado Springs requires that instructors and student mentors attend a yearly, off-site, three-day training program which is organized as follows: Day 1--DEFINING OUR STUDENTS, Day 2--DEFINING OUR MISSION, and Day 3--DEFINING THE COURSE. New materials are introduced into this format each year with some key components repeated or redesigned. The program is specifically designed to address the faculty training challenges identified above.

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The College of Liberal Arts

Integrating Psychology and Popular Culture to Teach Values Clarification: A Working Example of a First-Year Seminar

Presenters: Donald E. Collins and Diana M. Montague

The University of Findlay supports a first-year seminar program which integrates two distinct subjects from different departments that are focused on a common theme. Students may choose which seminar they want to take on a first-come, first-served basis. (Several seminars have prerequisites in math or ACT scores, depending on the seminar topic.) Each seminar is team taught by two professors, and students receive between four and six credit hours for the seminar, depending on course content and student contact hours.

Our seminar, entitled "Developing Values in a 'Toys-R-Us' Culture," combines "The Psychology of Becoming" and "Approaches to the Humanities" from the University of Findlay's course catalog. The major learning objective of our seminar is values clarification. Other learning objectives include building ties between students and the institution to strengthen retention, teaching and enhancing study skills and time management, addressing motivation to set and achieve goals, and dealing with the transition to college life.

As we explore personal and societal values through applied psychology and principles of popular culture, we build a sense of individual and group identity through picnics, field trips to museums, class T-shirts, and personality information "scavenger hunts." We take photos of each student on the second day of class to encourage individual recognition, and a poster board filled with classmate's photos helps with communication, awareness of peers and self-esteem. We utilize group work and reinforce classroom participation to assist students' exploration of their own personal sets of values. We make an effort to become aware of students' academic and extra-curricular interests, which allows us to pay more personal attention to students than a normal classroom atmosphere would allow.

By integrating the applied nature of our two subjects to focus on a more abstract theme of values, we have much more flexibility in our approach. An example of this would be the ability to bring a former professional baseball player into the class to talk about career value from the perspective of popular culture and need satisfaction.

To our delight, we have discovered that writings about popular culture include many psychology themes (like need satisfaction, motivation and development), which makes it relatively easy to integrate our subjects. This semester we have set up units based on Abraham Maslow's hierarchy of needs, and our popular culture readings relate to meeting each of his specified needs. Some of the popular culture writers even cite Maslow and other psychology theorists and researchers, so our students learn how values can be addressed across the disciplines.

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Interdisciplinary Teaching and the First Year Seminar

Dr. Shiv Gupta, Professor of Business Administration and Economics

Dr. Raymond J. McCandless, Professor of Political Science

The presentation by the two instructors will offer a critical analysis of their experiences with interdisciplinary, first-year seminars. The economist has successfully combined his courses with religion, psychology and history courses. The political science instructor has collaborated with a biologist, theatre director and business faculty member to provide unique first-year experiences for college students. Both of the faculty will relate how their disciplines, economics and political science, can form a relevant, easy complement to what may initially seem to be unrelated areas of study.

A first-year seminar which combines two courses such as Introduction to Theatre and American Politics may appear to be strikingly different from a Religion and Economics seminar. However, these two instructors have found that despite the constantly changing pairing of their disciplines, there is common ground when it comes to facing the challenges of teaching the first-year student. Over the years, the instructors have developed rather similar "checklists" of objectives which they attempt to accomplish in first-year seminars. These objectives relate to the special needs of the first-year student. Seemingly disparate subjects of study are much more easily reconciled through an awareness and understanding of first-year student needs.

Currently, the two instructors are team-teaching a first-year seminar entitled, "Politics, Dollars and Sense". Two courses have been melded together to create this seminar - Introduction to Economic Thinking and Comparative Politics. Admittedly, this is probably a more obvious, natural pairing of two courses than either instructor has dealt with in the past. Seminar projects, field experiences, and in-class exercises will be discussed in the presentation. A main focus of the presentation will be a review of how basic, college survival skills can be imparted in a first-year seminar.

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UNIVERSITY of GUELPH

STUDENT HEALTH SERVICES

Social Action Theatre: Tools For Educating On Lifestyle Issues

WETT - Wellness Education Training Troupe
Marlene Pfaff: Student Wellness Educator
Steve Becker: WETT Coordinator

Social Action Theatre is a Powerful tool to raise many of the difficult and controversial issues involved in lifestyle education for college and university aged populations. Its effectiveness lies in its realism, with role players portraying scenarios audience members can connect with. A comfortable environment is created, where challenging emotional and social issues can be addressed as audience members engage in their own personal processes.

Social Action Theatre is an engaging and entertaining way to get First Year students thinking about the issues that will affect their lives. During the transition into and through first year, students can put themselves at risk; by introducing these issues early on, the students are given information and resources that will help them safely through the year. Many different issues can be introduced during a performance, giving the student an experiential reference when exposed again to the issues. The performances also demonstrate that students have a responsibility not only to their course-work, but to personal and social awareness. Social Action Theatre also includes the first year students in the community through validation of experiences, shared experiences, as well as the chance to connect with upper level students and staff members.

Important Components:

Team:
The students who volunteer for WETT work very closely as a team with the staff members (Student Wellness Educator and WETT Coordinator) to develop the scripts.

Training:
Training is a critical component of WETT. All members of the team are introduced to the most up-to-date research findings on the issues that are being addressed. Individuals and staff who have personal or professional experience with the issues are used to inform the troupe members about the issues. Knowledge of the issues is then discussed through the characters in their role during the question period and by the peer educators when they come out of role.

Talking Table:
WETT members meet with individuals from a wide range of student groups and university staff and faculty to talk about the issues that students are facing on campus and how WETT can best address those issues.

Facilitators:
The Student Wellness Educator and the WETT Coordinator introduce the presentation and the ground rules. They then facilitate the discussion while the characters are in role after the skits are performed. The facilitators ensure that the troupe members and participants are kept safe. Also, they ensure that all important information on the issues is delivered to the participants either directly or through asking questions of the characters.

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Safety:
Safety of the troupe members and the participants is of utmost importance. Participants are given permission to leave if they are feeling uncomfortable at any time, and someone from the troupe will leave with them if they need support. For the troupe members' safety, the facilitators are there to screen any hostile questions (ie. male-bashing or victim-blaming) or questions the character is unable to answer. It is also important that the troupe members come out of role and have a chance to speak to the participants as themselves.

Powerful Educational Tool:
Drama has been shown to work very effectively as an educational tool to address issues of academic misconduct, responsible drinking, student stress, sexual assault, sexual harassment and discrimination, homophobia and heterosexism, healthy sexuality, safer sex, and healthy relationships. Although WETT was developed to educate first year students, WETT has since expanded its mandate and is used to educate students at all levels in and out of the classroom, as well as to train student leaders and staff on campus. Drama is used to touch participants on an emotional level. This engages the audience, and encourages them to actively participate; then education and awareness can happen.

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Advising and the First Year Experience: A multi-faceted, integrated program for first-year students at an undergraduate institution.

Cyndi Starzyk-Frey

ABSTRACT

"More than ever before, new students need help during the transition from high school or work to the college (university) environment" (Gordon & Grites, 1984). The University of Lethbridge is a liberal arts institution serving approximately 4500 primarily undergraduate students. While the University houses a School of Fine Arts, and Faculties of Management, Nursing, and Education, all students begin their programs in the Faculty of Arts and Science. The University of Lethbridge's Student Affairs Academic Advising Unit was developed to serve those first- and second-year students who will remain in the Faculty of Arts and Science or subsequently apply to other schools and faculties at the end of their first or second year. The main purpose of the Student Affairs Advising Unit is to provide academic advising and other transitional services to all prospective, first- and second-year students at the University of Lethbridge.

As has been noted by researchers, there is a striking trend or emphasis in the under preparation of the university student population (Patrick, Furlow, & Donovan, 1988). Other noticeable trends are increases in enrollments of nontraditional students. As Cooper and Franke (1992) report, these trends have caused universities and colleges to study, invent, revise and expand advising programs toward the effort of increased retention rates. Certainly these trends, along with changes in the economic and political climate in Alberta, have made it imperative for the University of Lethbridge to develop programs that will enable the institution to recruit and retain students. Research also indicates, however, that universities must focus their advising resources (Franke, 1993; Culp, 1994). As a result, the administration of the university has recognized the need for a university-wide initiative that would facilitate the successful transition of students to the university and the retention of these students. This is a prudent move, for as Spicuzza (1992) indicates, due to declined enrollments and increasing financial restraints, universities and colleges must increase their efforts in this area.

As the Student Affairs Academic Advising Unit already provides some transitional services to first- and second-year students, it has been called upon by the administration to coordinate a university-wide first-year experience program, expanding on services the Unit already offers and proposing and developing new services aimed at student recruitment and retention. This presentation will provide delegates with a detailed description of programs and services already offered to new students at the U of L and outline proposed initiatives to increase services to students. As the literature indicates, integration of services can promote effective retention (Beal & Noel, 1980; Noel & Levitz, 1985; O'Neil, 1993). This session will also provide delegates with practical information on how to develop a multi-faceted, integrated academic advising program that speaks to the success and retention of the first-year student.
This presentation will provide information on the following programs and services already operating at the University of Lethbridge for first-year students:

a) Student Affairs-Academic Advising
- One-to-one advising appointments (1/2 hour)
- Walk-in times (sign-up sheet provided)
- A Peer Support Program (brochure available)
- Sitting on and contributing to committees and councils
- Providing professors and deans with grassroots information and input
- An orientation program (sample agenda provided)
- Cooperation with other advisors and the Recruitment Office

b) Recruitment
- Connections program for prospective students (brochure provided)
- High school/college liaison
- Presentations and workshops (handouts given)

c) Faculty
- Input and joint advising

d) Admissions/Records
- Interaction with advising

Proposed programs and services currently being researched include:
- A tutor referral service (jointly organized through advising and the Students' Union executive).
- Expansion of services for at-risk students.
- Expansion of Peer Support Program to Peer Advising.
- Student Success Course (2 alternate options).
- Expanded orientation to include special populations and Faculty Mentoring program.
- Joint coordination with Recruitment Office (expanded operation).
- E-mail and Computer Assisted Advising.
- Handbook for First-Year Students
- Training programs for Peer Advisors, Tutors and other student volunteers.

Conclusion

Specific handouts and brochures will be provided to assist other institutions in organizing similar programs. Please contact Cyndi Starzyk-Frey or Gwen Lyon for additional information.

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Supplemental Instruction: Non-remedial Academic Support

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ABSTRACT

Developed by the University of Missouri at Kansas City, Supplemental Instruction (SI) is an academic assistance program that increases student performance and retention. The SI program targets traditionally difficult academic courses--those that have a high percentage rate of D or F grades and withdrawals--and provides regularly scheduled, out-of-class, peer facilitated sessions. SI does not identify high-risk students, but rather identifies high-risk classes, thus avoiding a remedial image.

Assistance begins the first week of the term. During the first class session, the SI Leader describes SI and surveys the class to establish a schedule for SI that will be convenient for most students who show interest. From these surveys, the SI leader schedules three or more SI sessions per week. SI sessions occur in classrooms near the course classroom instead of in a learning center. SI sessions are open to all students in the course and attendance is on a voluntary basis. SI leaders are students who have demonstrated competence in this or a comparable course. SI sessions are composed of students of varying abilities and no effort is made to segregate students based on academic ability. Since SI is introduced on the first day of classes and is open to all students in the class, SI is not viewed as remedial.

National research studies over the past decade from 146 institutions (2,875 college courses) document the following benefits for SI attendees: higher course grades (one-half to one full letter grade), a lower percentage of course withdrawals, higher semester re-enrollment rates, and higher graduation rates.

The SI Leaders are the key people in the program. They are presented as model "students of the subject." As such, they present an appropriate model of thinking, organization and mastery of the discipline. All SI Leaders take part in an intensive two day training session before the beginning of the academic term. This training covers such topics as how students learn as well as instructional strategies aimed at strengthening student academic performance, data collection and management details. SI Leaders attend all class sessions, take notes, read all assigned material, and conduct three or more 50-minute SI sessions each week. The SI session integrates "how-to-learn" with "what-to-learn." Students who attend the SI session discover appropriate application of study strategies, e.g., note

an equal opportunity institution

taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation, as they review content material. Students have the opportunity to become actively involved in the course material as the SI leaders use the text, supplementary readings, and lecture notes as the vehicle for learning skill instruction.

The SI Supervisor, an on-site professional staff person, implements and supervises the SI program. This person is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI Leaders, monitoring the quality of the SI session, and evaluating the program. The SI Leaders meet as a group with the SI Supervisor at least three times during the term for follow-up and problem-solving.

SI students earn higher course grades and fewer withdrawals than non-SI participants. Also, data demonstrate higher re-enrollment and graduation rates. Faculty and staff from nearly 600 institutions from the U.S. and abroad have been trained to implement SI.

In the early 1980's, and again in 1991, the SI model was certified as an Exemplary Educational Program by the U.S. Department of Education. Since that time, the University has received grants through the National Diffusion Network, a division of the U.S. Department of Education, to help other colleges and universities implement the model.

About the Presenter

Kim Wilcox, Ph.D. is currently the National Director of Training for Supplemental Instruction at the University of Missouri, Kansas City. In the last three years Dr. Wilcox has presented twenty-one faculty development seminars and conducted SI supervisor training workshops for over 300 colleges and universities. He has also presented at or keynoted for over 50 educational conferences and has published articles and chapters about issues related to Supplemental Instruction and student academic assistance programs. Dr. Wilcox serves as both university and corporate consultant. As a part-time faculty member, Dr. Wilcox continues to teach in the area of organizational behavior where he has received two awards for outstanding classroom teaching

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ENROLMENT MANAGEMENT, A HELP TO FIRST-YEAR EXPERIENCE INITIATIVES: A CANADIAN CASE STUDY

Michael Shanks, Associate Registrar - Admissions & Enrolment

Enrolment Management (EM) is now a permanent fixture in many American post-secondary educational settings; it is often a highly-organized function, sometimes to the point of sole responsibility lying with one individual. Traditionally, Canadians have lagged behind their Southern neighbours in embracing EM concepts; consequently, it is far less commonly found in anyone's mandate and where it does exist, its influence is also less pervasive. When properly understood and implemented, EM is found to be a friend of first-year experience (FYE) initiatives and other issues related to student transitions; often FYE strategists turn to EM professionals for idea championing and vice versa, so interrelated are the functions. The concurrent session abstracted here will examine why and how the University of New Brunswick (UNB), Canada's oldest English language university (1785), introduced EM and what impact this has had on FYE initiatives, both old and new. The benefits are measurable and the climate is right for even further advances.

The following topics will be examined in an interactive session with a highly practical focus (although some research findings are provided):

Scope and organization of EM. The University of New Brunswick has not adopted a traditional structure for its EM function. The session will look at the rationale for choosing the model it did as well as the areas of responsibility it embraces. Participants will be exposed to the dynamics that prevailed at the time and will see why the timing of its introduction is now viewed to be so significant.

Tracking attrition and students' choices. The ability to establish efficacy of strategies is only as good as the tracking system in place. However, choices made by students (ex. to leave or not) are not evident from numbers alone. The session will describe how UNB advanced its tracking and surveys methods and how these may be developed further.

Peer-based programs and the cost factor. With or without EM, peer-based programs addressing transition issues will multiply. Specific strategies to coordinate these activities will be examined as well as the nature of the activities themselves; the increasing need to justify existing and new measures will be highlighted.

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PAL and high-failure rate courses. There are many ways to address the problem of high-failure rates. Most institutions favor a combination of admission requirement changes and first-year intervention strategies. UNB's pilot program, peer-assisted learning, will be introduced with specifics on the resulting improvements; to date these data have been available for internal consumption only.

Post admission communications and transitions. Most FYE initiatives begin after students appear on campus to register. UNB has jump-started this effort by communicating facts and processes they can expect to encounter shortly after an acceptance is issued. The coordinated process and students' evaluations of it are specifically described.

Developmental Advising: let's try it again. ACT's Third National Survey of Academic Advising (1987) reported that developmental advising is still more prominent in theory than in practice. The session will look at the renewed bid by UNB's EM group to introduce it and the present state of advising on campus.

Non-traditional strategies which work. Practices used by other institutions are often not transferrable for a variety of reasons. The trick is finding the right strategies given your own institution's priorities and sense of mission. UNB's strategic EM planning process will be discussed briefly along with ideas emerging from independent brain-storming sessions.

Looking at yourself through students' eyes. Like it or not, students' perceptions might just as well be reality. Selected examples of how UNB responds to student opinions will be discussed, stressing the need to secure student input on new ideas and traditional methods.

The residence factor: a scapegoat or FYE strategy itself. Fresh ideas for organizing on-campus residences are challenging traditional thinking and providing real opportunities to enhance student experiences. The trend toward 'Living to Learn' residences at UNB is a highlight; many claim it is a much more effective way to operate, and studies have proven its effect on student performance.

What the future holds. Increasing financial constraints and repeated calls for accountability/ rationalization will have an impact on FYE initiatives and EM strategies. Necessity is the parent of invention; participants will be encouraged to view new challenges as opportunities, not hardships.

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Enhancing the First-Year Experience:
The Integration of New Students at the University of Prince Edward Island

Presenters
Andrew Robb, Director, University 100 Program
Blaine Jensen, Director, Student Services

The University of Prince Edward Island has offered a first-year transition and enhancement course, University 100, since 1986. This course was one of the first of its kind to be developed in Canada, and has been widely studied and evaluated. As well, the university has developed a first-year advisement centre for entering students, a peer advisement system, and orientation for new commuter and residence students. Over 85% of first year students at UPEI take advantage of at least one of these programs. The goal is the enhancement of the students' first-year experience by providing opportunities for academic and cultural integration into the university community.

This session will provide an opportunity for participants to explore the latest findings in terms of evaluation of these programs and the impact of programs as measured by indicators such as student retention and persistence to graduation. Insights into the aspirations, insights, and hurdles faced by the beginning student at UPEI will be offered for discussion with those present.

As a full-credit two semester course, UPEI's University 100 course combines an introduction to studentship skills, research and writing techniques, critical thinking, and an opportunity for reflection on personal and career goals. An introduction to the various elements of the course and methods employed will be offered.

The presenters will outline how partnerships between academic and student affairs staff can serve to make the first-year experience of students successful, and overcome many of the difficulties new students typically encounter. Finally, the presenters will offer reflections on the role of the first-year experience as an element in strategic enrolment management.

University of Prince Edward Island

STUDENT SERVICES

First Year Experience Conference Presentation

TITLE: **Enrolment Management and The Quality of Student Life**

PRESENTER: **BJ Jensen**

The University of Prince Edward Island embarked on a process of strategic planning. In the process ten strategic issues were identified. Although all issues will directly affect students three will have direct immediate impact; Student Life, Enrolment Management and Curricular Renewal. University committees have been struck for all strategic issues. The integration of these issues for first year (and upper class) students has begun.

In the spring of 1995 UPEI participated in a multi-institutional study on the quality of student life. This study is being used in strategic planning for enrolment management, marketing, orientation revisions and public relations.

This presentation will discuss of how the Quality of Student Life Survey and the Enrolment Management Report are being integrated into the fabric of the institution. The Department of Student Services is playing a key role in the shaping of the campus ecology by providing leadership in these strategic areas. Orientation has become a multi-departmental operation based on sound educational objectives. Research on perspective student wants and needs will shape the marketing strategy and re-engineering of systems and processes on campus. The session will outline how the integration of activities has come to pass.

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UNIVERSITY OF REGINA

INDUSTRIAL SYSTEMS ENGINEERING

(FYE)^2 - THE FIRST YEAR EXPERIENCE FOR FIRST YEAR ENGINEERS

Marie A. Iwaniw, Ph.D., P.Eng.

ABSTRACT

The University of Regina became involved with the First-Year Experience in 1989, when the then Vice-President Academic set up an ad hoc committee to investigate the feasibility of instituting "University 101" on the U of R campus. The Faculty of Engineering was an initial member of that committee, whose work culminated in the seminar "Successful Learning in the 90's" in April of 1990. However, the University was unable to implement these ideas campus-wide at that time, and each Faculty or affiliated College was left to determine its own application of the concept.

The Faculty of Engineering decided that the features of an FYE program would be of great value to our students who, in the main, are entering the University directly after high-school. We have two features which allow us to integrate FYE concepts into our first-year program: a distinct student body and a fixed curriculum of courses. "The Impact of Technology on Society" (ENGG103) is a required course for all first-year engineering students. Its main objective is to make students aware of the positive and negative impact that technology has had on society, and what impact new technology may have in the future; this is accomplished through the viewing and discussion of the BBC film series "The Day the Universe Changed" written and prsented by James Burke. Concepts and ideas drawn from a typical FYE class have been incorporated into ENGG103 without de-emphasizing the existing course material.

Thus the secondary objectives of ENGG103, as listed below, are those based on FYE concepts; they have been designed to acquaint first-year students with the University community and the profession of engineering, and to provide instruction and information to help the student succeed in the first stage of his/her university experience. These FYE objectives are:

- to provide information on the role of the engineer in society, and on the Systems Engineering programs at the University of Regina;
- to introduce students to their role and the roles of the other members of the University;
- to familiarize students with the University Library and the means of accessing Library information;
- to introduce students to the rules and regulations of the University of Regina, including the Co-Operative Education program;

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- to introduce students to working in a group through the preparation and oral presentation of a technical report; and
- to provide some information on study skills and how to succeed in University.

The first FYE objective deals with the profession of engineering, since the teaching goal of the University of Regina Systems Engineering program is "to educate and inspire students to become competent systems engineers". A representative of The Association of Professional Engineers of Saskatchewan makes a formal introduction to the purpose and function of the Association; a practising professional engineer provides a description of typical engineering duties through the presentation of a current or on-going project of topical interest. Information on the various degree programs and the type of employment that the student can expect through the Co-Operative Education Program and after graduation is presented by the Heads of the three program areas.

The next three objectives are an introduction to the physical environment and organization of the University. This is accomplished through presentations from Student Services, the Science and Engineering Librarian, and the various undergraduate engineering student societies.

The final two objectives deal with organizational skills, writing skills, practice in oral communications, and working in groups. All students need communication skills; engineering students are usually singled out as needing them more than most. We have chosen to teach these skills within the context of the preparation and presentation of a group report dealing with an everyday technology. The group approach is introduced since professional engineers tend to work as part of a team rather than individually; it also allows for the development of interpersonal skills and the ability to compromise. The basic conventions of grammar and format are presented as lecture material; each group then prepares letters, proposals, interim reports, and the final formal report. They are also required to give an oral presentation to small group of peers.

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Faculty of
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ABSTRACT

The First Year Seminar Program in Arts and Science
University of Toronto

In 1993 the Undergraduate Education Advisory Committee recommended to the Dean of the Faculty of Arts and Science that a first year seminar program (199Y) be implemented throughout the Faculty. Acting on a proposal from the Dean herself, the committee reviewed many models of first year seminars in place in the U.S. and determined that the one which most closely met the nature of our students, faculty and institutional mission was the content based, rigorous seminar to be taught by professors who are recognized in their fields for teaching and research. On this point there would be no compromise.

Each of the 30 departments in Arts and Science had to offer two seminars of no more than 20 newly admitted students from their own resources. Because the Faculty operates on a collegiate system, most of the St George campus colleges also participated. These courses were to be rigorous, challenging, supportive and based on active student participation: they could not be lecture courses. Moreover, they were to be driven by issues in the disciplines sponsoring the courses not introductions to the disciplines themselves. Indeed, these courses could not count towards major, minor or specialist certification in the discipline, although all could fulfil breadth requirements. Admission was to be open, so students from 20 different departments could conceivably be in the seminar together.

Now in its second year of operation, it has proved to be a great success among both students and instructors. Professors generally find the courses a stimulating opportunity to meet in small groups with first year students, and students see the 199Y courses as an excellent introduction to university level work and a means of studying closely with a member of the regular - often very senior - faculty. 1,475 students enrolled in 78 courses this year, and over 200 students were disappointed to not be admitted to a 199Y of their choice. Consequently, every effort will be made in the next year to expand the Program.

The purpose of this paper will be to provide greater detail concerning our first year seminars and discuss the various problems which had to be solved and the issues which had to be clarified in establishing the program.

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EVOLUTION OF FIRST-YEAR EXPERIENCE IN CANADA

by

Jim Griffith, Director, Student & Ancillary Services,
University of Victoria
Sid Gilbert, Professor, Sociology & Anthropology
University of Guelph

Transition programs have traditionally evolved because of needs-assessment studies conducted by educators who were concerned about assisting students with the adjustment and change from secondary to post-secondary education. For years, two or three-day orientation programs and abbreviated study-skills courses were the only means of providing support to new students.

In the 60's and 70's throughout the United States, retention and dropout rates became a significant concern for university and college administrators. Gradually, programs of study were developed, not only to address the needs of new students, but to increase the retention rates at post-secondary institutions.

One of the institutions to assume a leadership role in this area was the University of South Carolina, and the individual who eventually emerged as the leader of the 1st Year Experience movement was John Gardner.

This presentation outlines how this concept was transferred into Canadian post-secondary institutions and evolved with its own uniqueness. A series of Canadian-American International Conferences were held in Toronto, Halifax, and Victoria. These conferences provided opportunities for Canadians and Americans to share their concerns and research about Transition and Retention.

Individuals such as Ken Long, former Dean of Students at the University of Windsor; Jim Griffith, University of Victoria; Andrew Robb and Verner Smitheran, U.P.E.I.; Sid Gilbert, University of Guelph; and Judy Chapman, University of Regina,

along with several other Canadian educators, developed their own specific approaches to dealing with problems of first-year students. These conferences allowed many Canadians to present and share their ideas with colleagues from both Canada and the United States. Terms like Studentship, University 100, Arts 100, Foundation Year, and Integrated Studies are some of the ever-evolving programs now in place for Canadian first-year students.

This presentation attempts to inform you in a story format, how the 1st Year Experience evolved in Canada. People, places, institutions, programs and significant events will be addressed, covering a period of approximately 18 years (1978 - 1996).

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U V I C
PEER HELPING

How to W.O.W.: Orientation and Peer Helping working together at the University of Victoria

Presenter: Janet Sheppard, M.Ed., Coordinator of Peer Helping and Orientation Programs

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Transition programs such as Orientation seek to assist the student in adapting to the climate and culture of the institution. They create opportunities for new students to gain information about, and create connections with the existing community. Peer-based student development programs provide structured opportunities for peer helpers to acquire skills and experience which benefit their own development while providing a valuable resource to students in the academic community.

This presentation describes how UVic has merged the goals of the Orientation and Peer Helping Programs, two key elements of the university's student success programming. It includes demonstration of how professional and student staff create opportunities for new students to gain information about the institution, and to begin to create connections with the existing community in unique programs largely developed and coordinated by peer helpers.

Included is practical information on program goals, recruitment, training, program structure and development.

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Title: Using Computer Technology to Enhance Student Success

Presenter: Dr. Joseph A. Parsons, Ph.D.
Co-author: David Palmer-Stone, M.A.

ABSTRACT

Students' course completion and retention rates are related to the accessibility and the quality of the support services provided by the university. In a time of reduced resources and higher demands, it is difficult for prospective transfer students or new students to access people in our growing institution.

This session outlines two pilot projects initiated during 1995 by the University of Victoria Learning Skills Program, with funding provided by the B.C. Ministry of Skills, Training and Labour. These projects exploit a few of the many potentials of computer technology, to address a number of the concerns experienced by the first year student, such as 1) orientation, and access to the university and its services, and 2) access to Learning Skills resources.

"Virtual" Campus Tour

This project provides a comprehensive and user-friendly information distribution system by which new and prospective students may use Internet technology to "explore" the campus and "meet" the people who work here. Photographic images of the campus, its buildings, and the people who work in them, all linked together, are presented in an intuitive geographical framework by which users move about the campus, making choices and exploring at the click of a mouse button. A map is also available to help users develop a spatial orientation to the campus. While using an Internet "browser" to take the Tour of the campus, users will also be able to access sources of information already available on the Internet and linked to the Tour, such as existing home page sites of departments and services.

To further "personalize" the Tour, images of faculty in lecture halls, in labs, and in field study settings will also be included, allowing distance students or prospective transfer students the opportunity to "see" what it might be like to attend classes on this campus, to "meet" the people who can help them, and to orient themselves to the campus before they ever arrive. At a relatively low cost, the Tour showcases the university's faculty and their research, its committed professionals and their programs, and its attractive campus, and at the same time makes the institution more accessible and user friendly.

Learning Skills Bulletin Board System

This project uses computer Bulletin Board System (BBS) technology to extend services to more students by making Learning Skills assistance and consultation available on a daily basis, seven days a week, to:

- full-time undergraduate students juggling academic work and part-time jobs;
- part-time students who can only attend courses in the late afternoon and evening;
- students studying at a distance;

The Learning Bulletin Board System also expands services to students by providing them with enhanced and more efficient access to:

- learning counselling, advising, consulting, and self-help materials;
- assessment of learning skills *(Inventory of Study Behaviour);*
- individualized, self-paced learning skills modules;
- peer-to-peer discussion of topical learning issues;
- peer-to-peer discussion of course content and studying concerns;
- tutors via a registry, and;
- study groups via a registry.

Both of these systems are relatively inexpensive to establish and maintain, requiring only a reasonably powerful microcomputer and appropriate software. The Campus Tour "resides" in a mainframe at the University of Victoria, but a microcomputer connected to the Internet through the University fibre-optic "backbone" could also act as a "server." Computer Bulletin Board Systems do not require Internet technology, although they have the option of being connected to the Internet. Otherwise, they are accessed by modem, and require at least one telephone line, as well as appropriate software.

This presentation will focus on uses and implications of these systems, and will provide practical tips on how to get started.

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TITLE

Using Video Vignettes to Improve Undergraduate Teaching

Presenter: Dr. Andy Farquharson.

Abstract

One challenge in improving undergraduate teaching is locating materials that accurately simulate teaching encounters which can be used as a stimulus for problem-solving discussions among faculty. Written case materials may lack the impact that can be achieved by using brief, broadcast-quality, video vignettes that depict challenging issues in teaching and learning.

This workshop focuses on the Critical Incidents II videotape "Close Encounters of the Academic Kind" which contains ten vignettes [each lasting from 3-4 minutes] that depict provocative encounters in a university setting. Each segment consists of a brief introduction followed by a situation or event recreated by actors. No preferred solution is presented and the critical incident is intended to trigger a problem-solving discussion. Among the incidents included in this tape are issues related to grading, class management, plagiarism cultural differences and issues of gender. These

materials have been used successfully with faculty, graduate teaching assistants and in a credit course for graduate students who intend to teach in higher education.

In this interactive workshop participants will have an opportunity to view several incidents and experience the problem-solving discussion that is generated. There will also be a chance for the participants to experience a think-pair-share discussion as they explore ways to use this faculty development resource in their own institutions. Finally, participants will be invited to suggest themes for the next tape in this series.

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The UNIVERSITY of WESTERN ONTARIO
Department of Civil Engineering • Faculty of Engineering Science

Personality type and success in first year engineering.

Peter Rosati
Professor,
Civil Engineering.

As part of a longitudinal study, the Myers-Briggs Type Indicator has been completed by most first-year engineering students entering the University of Western Ontario during the years 1987 through 1993. This type data from 1913 students has already provided a stable personality profile of the entering class which has been compared with the personality profile of those students who were successful in the first year engineering program showing significant differences in type. The entry class was also divided on the basis of grade 13 high school marks into two groups ; an "above 80%" entry group and a "below 80%" entry group. Student retention by type was significantly different for the two groups. Male and female student groups have also been compared at entry and passing showing significant type differences. These profiles for Canadian students have also enabled a cross-cultural comparison with similar MBTI data reported for American students from a consortium of six United States schools.*

This study of student success in a canadian first year engineering program in relation to MBTI type has confirmed that engineering students are more TJ than the general student body and that the successful students tend to be more INTJ.

Canadian male engineering students are more I_FP than their american counterparts and the canadian female engineering students are more I__P than the american females. Canadian female engineering students are more _SFJ than the canadian males.

* McCaulley, M.H., MacDaid, G.P., and Walsh, R., "Myers-Briggs Type Indicator and retention in Engineering", Int.J.of App.Engin. Educ., Vol.3, No.2, pp.99-109, 1987.

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These results suggest that student retention in the first-year program would improve for all students, but especially for female students, if the courses contained activities and tasks which were designed to appeal more to students with the E, S, F and P personality preferences.

The presentation at the 1995 Fourth Canadian-American Conference on the First Year Experience will first explain the MBTI and some relationships between learning styles and type. Secondly, MBTI profiles will be presented for first-year engineering students showing significant type differences on the basis of entry/retention, Canadian/American and male/female comparisons.

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West Virginia Wesleyan College

FROM ORIENTATION TO ADVISING: THE EIGHT-WEEK FRESHMAN SEMINAR

Boyd Creasman
Alice Leigh

In 1992, West Virginia Wesleyan College inaugurated its Freshman Seminar program, in which seminar leaders (mostly faculty) and upper-level student leaders convene their seminar groups of fifteen to twenty first-year students during Orientation and then meet with them an hour each week for eight weeks, at which time freshmen are assigned advisors from their respective majors. The weekly sessions are designed to encourage meaningful connections among students, who sharpen communication skills while exploring college issues and clarifying their educational goals. We believe that Freshman Seminar makes the transition to college smoother, offers a forum for sharing ideas, provides interim advising, and builds a sense of community among first-year students. Students are graded Pass/Fail and earn one semester hour of credit if they pass the course. Seminar leaders are paid a modest stipend, but most find the interaction with students most rewarding.

The process begins with Orientation, during which students meet with their seminar leader and student leaders, who assist them with registration and with any questions they might have about financial aid, housing, meal plans, and books. In addition, Orientation provides relaxed social and recreational activities for students to become better acquainted with each other and with their seminar leader.

The objectives of the Freshman Seminar are as follows:

1. To make incoming freshmen's transition to college life a smooth one by providing them with opportunities to interact with faculty and other students, including upperclassmen.

2. To enhance the students' basic knowledge of the services, facilities and functions of Wesleyan, such as the library, general studies requirements, academic probation, the Honors Program, etc.

3. To provide interim academic advising.

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304/473-8000

4. To encourage the students to explore their purposes in attending college and to help them articulate goals for the next four years and beyond.

5. To enhance the students' understanding of the importance of the role of critical thinking and written and oral communication of ideas.

6. To provide a forum for discussion of student concerns, personal issues and current events.

7. To collect student suggestions for useful activities.

Attendance, participation, and two 500-word essays are the only course requirements. The first essay asks the students to articulate educational goals; the second essay evolves from class discussion.

The course is structured as follows. Session 1 is devoted to defining course objectives, explaining academic policies, and evaluating Orientation. Students and their leaders are responsible for generating topics for discussion during Sessions 2-5. Some groups focus on college issues such as study skills, diversity and alcohol consumption. Others focus on political issues or popular culture. The main requirement of seminar leaders is that they encourage discussion and invite student input. Session 6 is devoted to verifying the students' majors and asking for their preference of advisor and to their filling out the Freshman Survey, which includes questions about the college and their beliefs and values. During Session 7, students attend departmental meetings to meet faculty, find out more about their majors, and learn about activities and organizations related to their field of study. Session 8 is devoted to reviewing the results of Freshman Survey, to assigning them a time in which to meet their departmental advisors, and to evaluating Freshman Seminar.

By encouraging small group discussion and essay writing, our program builds a greater sense of community among the students and emphasizes the importance of communication skills for success in college. While it cannot substitute for more elaborate three-hour programs at some institutions, the Freshman Seminar program at West Virginia Wesleyan College provides a cost-efficient alternative for small colleges that are concerned with enhancing student interaction, clarifying student goals, emphasizing the importance of writing and speaking skills, and improving retention numbers.

PRE-UNIVERSITY PROGRAM

Woodsworth College - University of Toronto

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THE INCLUSIVE CURRICULUM AND DIVERSITY IN THE CLASSROOM

David Nimmo, Director, Millie Rotman Shime Pre-University Program, Woodsworth College, University of Toronto.

The increasing **ethnocultural diversity** of today's student body has led to a debate about the broadening of the humanities curriculum. The curriculum can be changed in two ways. One is the development of new courses reflecting "minority" interests and concerns. Such an approach can lead to "preaching or catering to the converted". Some see a danger in **ghettoizing** subject matter into "special interest" courses such as Black or Afro-American Studies or Aboriginal Studies where differences are emphasized, rather than commonalities. A second approach is to incorporate minority literature into mainstream courses by the simple process of addition of texts, so that a course such as "The Twentieth Century American Novel" might feature ten novels, the choice of most of them being predictable, but including two or three novels by blacks or aboriginals. Such an approach is open to charges of **tokenism**, and reminds some Canadians of the way Canadian Literature used to be added as an afterthought to American Literature courses in Canadian universities.

A third approach, and the one offered here, is to design a course following the **principle of complementarity**: rather than substituting any one ethnocultural bias for a "Eurocentric" bias, as in the first approach, or merely adding ethnocultural flavour as in the second approach, one juxtaposes texts written by individuals of diverse ethnocultural backgrounds to act as "foils" to one another. This approach addresses differences and commonalities and ultimately allows judgements about relative worth to transcend ethnocultural origins, while respecting and acknowledging diverse traditions.

For a faculty member, rethinking and recasting one's own course following this third approach can be a revitalizing, self-governing **professional development** that goes beyond mere political correctness and engages one with students from diverse backgrounds while helping develop their **critical thinking skills.**

This presentation will keep theorizing to a minimum and instead focus on concrete examples of juxtaposed literary texts and the kind of classroom discussions that ensue. Examples from British, West Indian, and North American literary texts will be shown on overhead projections and discussed.

Contact: Dr. David Nimmo, Woodsworth College, University of Toronto, 119 St. George St., Toronto, Ont., M5S 1A9. Telephone (416) 978-7485.

David Nimmo is Director of the Pre-University Program at Woodsworth College, University of Toronto, a program designed to bridge the gap between mature students' previous educational background and the academic requirements of first year university degree courses. He teaches Literature in the Program, and has taught at universities in England, the West Indies, Israel and Canada, as well as being active in educational development.

Small Groups Laboratory
Department of Sociology

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Title of Presentation: The First Year Experience: The Differences that make a Difference in First Year Science

Presenter's Name: Professor Lorna Erwin, Department of Sociology, York University, Toronto, Canada

For more than two decades, North American educators (like their counterparts elsewhere) have been developing programs to encourage women to pursue training and careers in the sciences. Yet, despite the success of these efforts in increasing female enrollments, significant gender deficits still exist. Thus by the late 1980s, some 38% of all undergraduate science degrees granted in Canada were being earned by women, a sharp rise from earlier decades. But women accounted for less than 30% of degrees in the physical sciences and mathematics and a scant 15% of those in engineering. At the graduate level, women in the United States earned 27% of all science doctorates (far from parity, but again a much improved rate over earlier times); but they earned only 14% of degrees in the physical sciences and mathematics. In Canada the picture is much the same. According to Statistics Canada, women now constitute more than 50% of enrollments in biology programs at the undergraduate level. But only 35% of doctoral candidates in these fields are women. In both countries, at all academic levels, women are more likely to drop out of science programs and less likely to pursue careers in scientific

fields.

According to a number of investigations, female science students are just as committed to careers in science as their male counterparts when they begin university, and their high school grades are equivalent (and frequently slightly higher). Yet already by the end of the first year, gender differences in student satisfaction, attrition rates, and career aspirations are striking, especially in the physical sciences, mathematics, and related programs. Hence the focus of this paper on the impact of first year experiences on the ways that science students anticipate their future work lives and "adjust" or "renegotiate" their educational goals and career identities.

The subject sample for this paper consists of 91 female and 45 male first-year science undergraduates attending a large, ethnically and racially diverse, commuter university in Canada in the Fall of 1993. The subjects were interviewed twice: during the first weeks of their first year of university, and then a year later. (The interviews of science students are part of a larger, longitudinal study of the goals and aspirations of undergraduate students, N=271, extending from 1993-1996.) The findings centre on how science students experience and interpret the first year. They suggest that the "differences that make a difference" in first year science are much more complex than the previous research has generally suggested.

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Office of the Dean

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FACULTY OF PURE AND APPLIED SCIENCE

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Ramping Up for Success: A Four-Day Academic Orientation Program that Worked

Judy Libman, Laura Sibley

The FYE listserv discussion buzzed this fall with news that many universities now want to provide a full week of Academic Orientation programming. Focus is shifting from the "fun-and-games" aspects of freshman orientation to a more academic emphasis, helping students understand the transition that they are about to make.

This year, for the first time, York University in Toronto switched to a 4-day Academic Orientation . Our VP Campus Relations/Student Affairs gave us the challenge last spring, and so a major part of the summer was devoted to designing a comprehensive program that could be delivered to over 5000 new students.

We are primarily a commuter campus of over 40,000 students in seven undergraduate Faculties. Our College system serves our undergraduate population with transitional-year courses, academic advising, and co-curricular programming. Norman Bethune College is affiliated with two undergraduate faculties: Pure and Applied Science, and Environmental Studies. The affiliation with specific Faculties meant that over 800 new students with identifiable academic goals joined Bethune College this fall. This session is a "case study" of our Academic Orientation week, in which each day developed a separate transitional theme:

- Day One: Welcome to the University
- Day Two: Access to Information
- Day Three: Classes and Study Skills
- Day Four: Academic Life Beyond the Classroom

We relied, both for help in planning and for program delivery assistance, on a unique group of dedicated volunteer upper-year students who maintain a year-round office and are supported by the Dean's Office and the Master of the College. This student "service corps," the Student Ombuds Service (SOS), has been a major force in helping to shape a sense of community within our diverse, largely commuter student population, and its existence has helped us attract many top Science students to the University.

SCIENCE 25
FACULTY OF PURE & APPLIED SCIENCE

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Counselling and
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The Returning Our Students to Studies Workshops: A Pilot Intervention for At-Risk Students.

Brian R. Poser

ABSTRACT

The Returning Our Students to Studies Workshops consisted of thirteen 1/2-day sessions for students returning to studies following suspension for low grades. The pilot intervention invited returning students to attend the non-credit re-orientation workshops which focussed on grade and petition regulations, motivation, goal setting, reading skills, note-taking, time management, preparing for exams, stress management, using campus help sources, and academic writing skills. A pilot investigation sought to chart changes in scores on the Learning And Study Strategies Inventory (LASSI) and Grade Point Average (GPA) and to understand the relationships between scores on pre- and post-session LASSI scores and changes in GPA during the year following the intervention. The design of the ROSS Workshops is evaluated and the implications of the design are considered in relation to future interventions.

Interviews conducted with participants indicate a close relationship between the needs students expressed at the outset of the workshops, the contents of the sessions, and the kinds of changes students found valuable in improving their academic standing. Preliminary results of the investigation indicate an average increase in GPA of approximately 1/2 of a letter grade level over one academic year and substantial gains in scores on the self-report inventory. Further statistical analyses are on-going to determine to what extent the LASSI scores predict post-intervention changes in GPA and/or academic success. In light of the outcomes and design evaluation, it is concluded that the ROSS Workshops is a worthwhile re-orientation model and should be repeated with some refinements as to content and experimental design.

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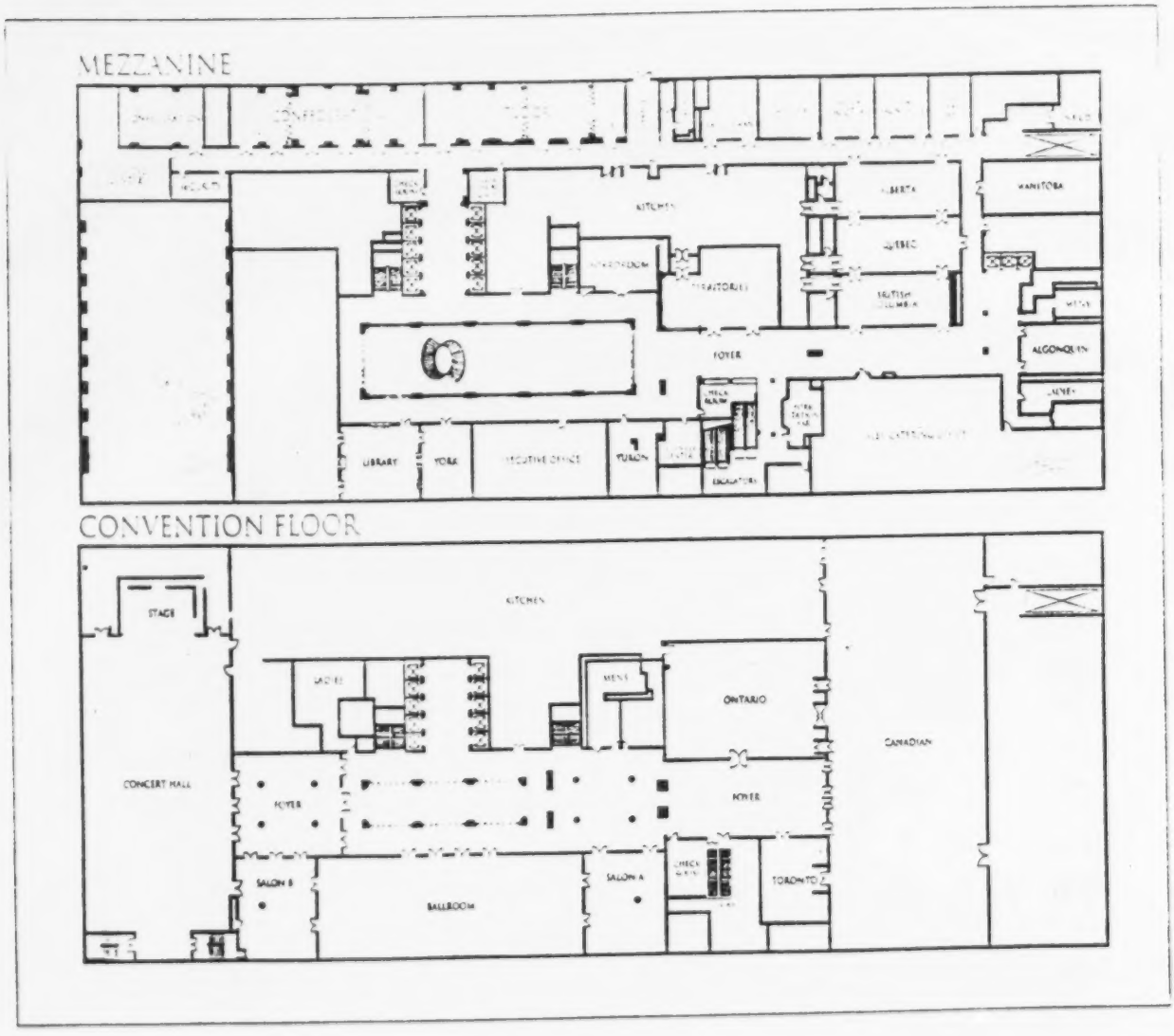
Map of Hotel



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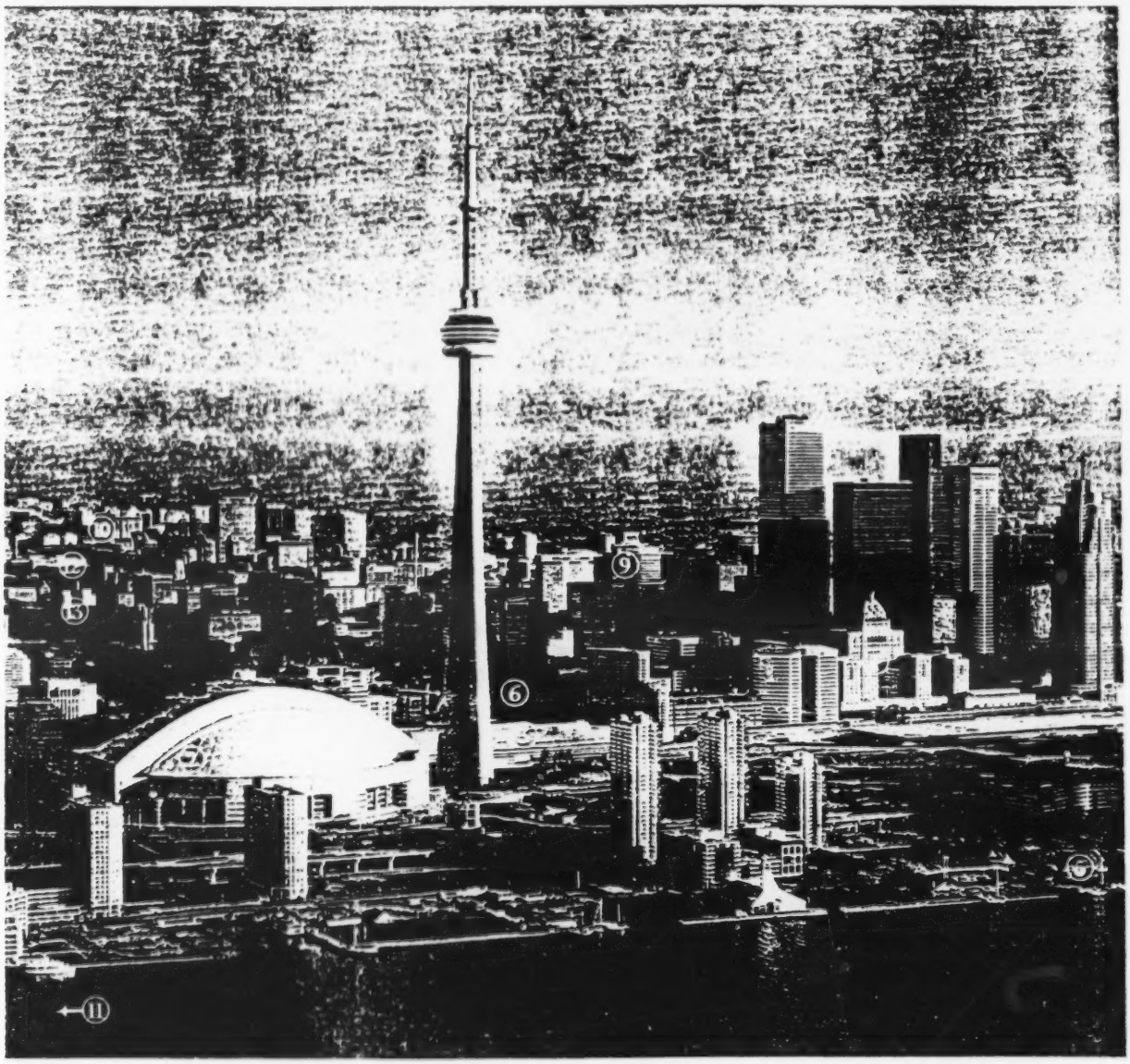
OUR NEIGHBOURHOOD

Yours to explore.



From the CN Tower to the quaint stalls of St. Lawrence Market,
the Royal York is at the centre of all there is to see and do in Toronto.

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